

AIR FORCE



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HUMAN RESOURCES

**OFFICER EFFECTIVENESS REPORT
DEVELOPMENT - 1971 THROUGH 1972**

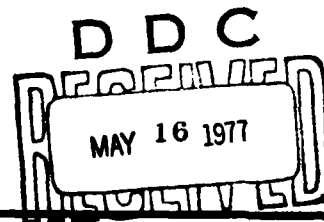
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September 1976
Final Report for Period 18 November 1970 - 30 April 1974

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This technical report has been reviewed and is approved.

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Personnel Research Division

Approved for publication.

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PREFACE

This research was conducted under project 7719, Air Force Personnel System Development on Selection, Assignment, Evaluation, Quality Control, Retention, Promotion and Utilization; task 771904, Development, Analysis, and Improvement of Tools and Techniques for Performance Evaluation and Measurement.

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OFFICER EFFECTIVENESS REPORT DEVELOPMENT - 1971 THROUGH 1972

I. BACKGROUND

In November 1970, the Director of Personnel at HQ USAF requested the Air Force Human Resources Laboratory to develop a new officer evaluation system. The officer effectiveness rating system was inadequate for differentiating between individuals for selection and assignment purposes. It was not well designed for use in career development programs and lacked the features necessary to permit comparative feedback to individuals being rated. Air Force commanders and managers needed an officer evaluation system that would provide comparative information for the following purposes: (a) selection, (b) assignment, (c) performance counseling, and (d) career counseling.

The scope of the development effort was of sufficient magnitude to provide a system for the total officer force. Subset evaluation techniques for officers by grade, rating, career field, etc., were considered, but a basic commonality of evaluation was the goal.

A panel of general officers was appointed to serve as an OER Review Group. This group monitored the progress of the development effort.

The OER Review Group provided the following guidance:

1. The system must be acceptable to raters and ratees and must not present an excessive administrative burden.
2. The rating system should permit a rating on each officer any time during the year, but a one-time-a-year system for each grade will be considered if it can be made to work.
3. Ratees will not be provided their promotion probability based on a regression equation. Consideration will be given to providing ratees with feedback on their relative group standing.
4. Use of rater histories (compilation of how the rater has rated in the past) may be incorporated into the system if it can be done without imposing a bookkeeping chore on raters.
5. The OER system must be open for noncareer officers. It may be possible to incorporate a closed portion (confidential promotion potential) for career officers.

II. THE PROPOSED OER SYSTEM

The proposed OER System was designed around a "management by objectives" concept, and the system was structured around the statement of job objectives. Ideally these were determined early in the reporting period as a result of an interaction between the ratee and his supervisor, reviewed and modified, if necessary, at the close of the reporting period. At reporting time, the ratee supplied the supervisor (reporting official) with a draft of the job objectives as he understood them to be. The supervisor reviewed these objectives, change them if he wished, and discussed them with the ratee. This assured that some degree of counseling would be part of the rating process.

Once the job objectives were established, the reporting official evaluated how the ratee met his job objectives. The evaluation was based on nine factors. Performance expectations rather than descriptive adjectives were used as guides. Discussion of performance expectations is contained in Section VII, Performance Expectations. Each factor was rated on a five-point scale with the midpoint defined as "meets standards." Any rating higher or lower than "meets standards" was supported by a specific example of performance which justified the rating. If a factor did not apply or was not observed, the appropriate box was marked, but no more than three factors could be included in these categories. Research supporting this scale is reported in Section VI, Scaling.

The reporting official could, at his option, make open-ended comments. These comments were limited to behavioral characteristics not covered by the performance factors which contributed to the meaning of the evaluation. Comments would not be required.

Since the validity of an evaluation of an officer's potential to assume the duties and responsibilities of the next higher grade would appear to be higher if the evaluator were at least one grade higher than the ratee, this requirement was included in the system. There is also the possibility that a ratee of relatively equal grade might slightly downgrade a ratee's report in order to make himself look better for promotion or selection boards. After completing the performance evaluation, the reporting official would complete the first promotion potential evaluation if he was at least one grade higher than the ratee, seal it in an envelope, and forward the performance evaluation and promotion potential evaluation to the indorsing official, who would indorse the performance evaluation and independently complete a second promotion potential evaluation. The second promotion potential evaluation would be sealed in an envelope and the entire package forwarded to the reviewing official. Multiple ratings tend to reduce bias and improve rating reliability.

If the reporting official was not at least one grade higher than the ratee, he would not complete a promotion potential evaluation form. He would forward the performance evaluation form to the indorsing official who would indorse the performance evaluation and complete the first promotion potential evaluation form. A second promotion potential evaluation form would be completed independently by the next official in the chain of command and the entire package forwarded to the reviewing official.

The reviewing official would review both promotion potential evaluations and mark his concurrence or nonconcurrence on each. He could concur in both; concur in one and nonconcur in the other; or nonconcur in both. If he nonconcurred in both, he would have to execute an additional promotion potential evaluation to explain his nonconcurrence. The role of the reviewing official was not that of an additional rater. The reviewing official was an "authenticator," charged with resolving differences between the other raters and assuring that the ratee was rated properly in comparison with his contemporaries. Proper discharge of this function would control inflation.

If, at any point in the evaluation process, a general officer took action, either as a rater or reviewer, no further rating or review would be necessary. A general officer higher in the chain of command could, at his option, perform an additional review, but it was not required.

The promotion potential evaluation would be "open" for company grade officers. A copy would be filed in their records at the consolidated base personnel office (CBPO), at the Major Command Headquarters, and at the Military Personnel Center (MPC). Although they would be able to review their ratings, they would not know how they compared with their contemporaries until they entered the secondary zone for promotion to major, at which time they would receive notification of their quartile standings as compared to officers in their year group.

Promotion potential evaluation would be closed for field grade officers. A single copy of each would be prepared and forwarded to MPC in an envelope sealed by the reviewing official. Majors and lieutenant colonels would be given their quartile standings, as compared with their year group when they entered the secondary zone for promotion to the next higher grade.

Raters, who rated at either extreme, would receive a letter advising them that the rating given, compared to the ratee's contemporaries, was high (low). A sample of raters who have rated near the mean would be told that their ratings were in the middle of the distribution. This would tend to provide a continuing correction toward the mean for those raters who were too harsh or too lenient in their ratings and to reinforce those raters who were, in actuality, giving the rating which conveyed the meaning they intended.

Raters would also receive, on an annual basis, a record of their rating history which would accompany ratings completed by them when sent to the reviewing official. This would give the reviewing official an indication of the rating tendencies of each individual rating official.

Colonels and general officers would receive a copy of the actual Air Force-wide distribution of ratings. Since most of the reviewing officials would be either colonels or general officers, they would have the necessary information to manage the system, and this would be one of their responsibilities. With full knowledge of the distribution of ratings and information concerning the rating tendencies of the raters, they would have the tools necessary to impede the rate of inflation. In the design of the system, feedback

to ratees, raters, and reviewers was considered most important in order to maintain confidence in the fairness of the system and to provide a means of controlling inflation. Proposed forms are contained in Appendix A.

III. EDUCATIONAL MATERIALS

It was recognized that there was a requirement for precision in the writing of job objectives, specific examples of performance, and comments on behavioral characteristics not covered by the performance factors.

There was also a recognized need both to educate the CBPOs in the proper administration of the new system and to clarify the system to the officer population, which, in the final analysis, must make the system work both as raters and ratees.

A programmed text was written and tested on several subpopulations of officers. The text was written in two parts. One part addressed the techniques for writing clear, unambiguous statements of job objectives; the other part covered the selection and statement of specific examples of performance which are objective, measurable accomplishments. Several unpublished studies conducted by AFHRL indicated that the programmed text was successful for training these writing skills.

IV. FACTOR DEVELOPMENT

The OER was to serve all career areas and all grades on the same form, therefore it was necessary to identify a set of factors which would serve a number of purposes related to assignment, career progression, and counseling as well as selection for promotion, Regular Air Force augmentation, and other personnel management actions.

Several unpublished studies were conducted to identify an adequate set of performance factors and to develop a set of specific examples for each factor in each career area as a guide to the rater. Twelve factors were selected for consideration. Specific examples of performance were selected from current OER word pictures for matching to the various factors by the subjects in a sample of career areas. Analysis of the data indicated that raters found several factors sufficient for evaluating subordinates. Eight of the factors were identified, by frequency of use in the matching processes, as conceptually workable descriptors of job performance. A ninth factor, (ability to train others) was added to the final list because training is such a large part of the mission of the Air Force. Later it was revealed that a much narrower connotation of training was given by raters when they rated on this factor than was intended.

The nine performance factors were:

1. How proficient is this officer in handling oral communications?
2. How proficient is this officer in handling written communications?
3. How well does this officer demonstrate technical and professional knowledge?
4. How well does this officer achieve effective use of manpower resources?
5. How well does this officer achieve effective use of materiel resources?
6. How well does this officer evaluate facts and make decisions?
7. How well does this officer adapt to new and different situations?
8. How well does this officer plan and organize his own work?
9. How well does this officer train others?

In order to verify the pertinence of the factors for counseling and assignment purposes, career monitors at AFMPC were given the original twelve factors and were asked to rate them on a five-point scale in terms of their importance in the current assignment process and their importance in an assignment process under ideal conditions. The results indicated that, in addition to the nine factors identified in the previous studies, primary Air Force specialty code (PAFSC), duty Air Force specialty code (DAFSC), and job description were most important in the assignment process.

V. EVALUATION OF POTENTIAL

In order to assess adequately the validity of an evaluation of potential of an individual to serve in a higher grade, two items of information were essential: (a) how long has the rater known the ratee, and (b) what is the degree or frequency of contact. These two factors were made part of the Evaluation of Potential Form (AF Form XX).

It was clear from the current OER form that terms like "outstanding," "superior," "average," and "typical" had lost their meaning, in the context used, for the large majority of rating officials. A completely different kind of anchor was sought for the promotion recommendation (see Scaling).

VI. SCALING

A number of rating scales of different length and various anchors were tested on the entire student population at Air University in Air War College, Air Command and Staff College, and Squadron Officer School.

For the performance factors, a five-point scale based on standards of performance was chosen. This scale provided the best discrimination for the performance factors used and the "standards" concept meshed well with the underlying philosophy of the rest of the system as it evolved.

Of the promotion recommendation scales, the seven-point scale comparing the ratee's potential to that of other officers was most effective. The specific anchors ranged from "typical of officers who were retained in present grade" to "typical of officers who were promoted three years ahead of their year group." See Appendix A, Form XX, for an example.

A three-point scale using "standards" as the anchor was also effective and was selected for the overall evaluation rating to link the two rating forms.

VII. PERFORMANCE EXPECTATIONS

A single OER form serve all grades and all career areas. Quite obviously, second lieutenants and colonels have little in common with regard to job responsibility, and officers in different career fields; e.g., transportation and intelligence, perform tasks differently from each other.

The need to accommodate this lack of commonality led, in part, to the inclusion of performance expectations as part of the performance evaluation. The rationale for this new dimension to the system under development was based on the success of similar systems being used within industry and government.

The system centered around an objective statement of the requirements of the job. The degree to which these job objectives were met formed the basis for evaluating the ratee. The manner of job objective accomplishment was identified by descriptive standards called performance expectations. To incorporate this concept, it was necessary to develop unambiguous descriptive statements of performance standards for each rating point of each factor. Once the statements were composed, it was necessary to determine the adequacy of the order of the statements and the equality of the conceptual interval between them. A study was conducted to resolve these problems. Descriptive standards with a high degree of agreement among responding officers on the ranking and conceptual interval of the sets were established for each of the nine factors.

With the job objectives statements establishing the complexity of the job and the performance expectations determining the appropriate rating for each of the factors, the problem of using a common system for all grades and all career areas resolved itself in the interaction of the objective job description and the performance expectations.

VIII. CONSTRUCTION OF THE FORMS

It was necessary to determine what uses were made of the OER. Personnel at Air Force Military Personnel Center (AFMPC) were interviewed, and the following uses identified: promotion, selection for

Air Force Institute of Technology (AFIT), selection for augmentation into the Regular Air Force, assignment, career counseling, and various board actions. While all of these were important uses, promotion seemed to be the area in which the most difficulty was encountered. Whether a single system could be designed which could do everything for everybody was questionable. It seemed logical to isolate the promotion recommendation from the performance evaluation and forbid the use of the promotion recommendation for purposes other than promotion. Two separate forms were devised, one for job performance evaluation and one for promotion recommendation.

In consideration of the requirement to automate the system and recognizing the volume of data which should be captured, both forms were designed so that all data which would be entered into the data banks would be on the face of the forms. Positioning of the data to meet the requirements of optical character reading equipment was given full consideration.

On the Performance Evaluation Form (AF Form YY), in addition to the basic ratee identifying information, several items of information relating to the relationship of the ratee and the job were necessary. These were: period of report, organization, base of assignment, period of supervision, PAFSC, DAFSC, level of command, level of job, and duty title.

Provision was also made for the reporting official to select and rank the three factors which the ratee was best qualified to perform, to aid in assignment decisions.

The reverse side of the form contained provisions for job objectives, comments of the reporting official, and signature blocks for the reporting official and indorsing official. A small "comments" block was provided for the indorsing official to justify a nonconcurrence with the reporting official or to supplement the reporting official's rating.

The other form, Evaluation of Potential, provided, in addition to the ratee's basic identification data, information which indicated the relationship between the rater and ratee both in terms of length of time known and degree of contact.

The evaluation of potential consisted of an overall evaluation on a three-point scale which served to link this form with the Performance Evaluation Form (which does not include an overall rating), a promotion recommendation on a seven-point scale, and a small space for comments by the rating official. The rating official also indicated his role in the rating process. (See Section II, The Proposed OER System.)

IX. CHECKLIST

To assure that each official did what was required of him, and no more, and that he would know what to do with the OER package when he finished his part of the rating process, a checklist was designed. The checklist served to guide each rating official in the completion of his rating on a step-by-step basis, each step of which was checked off as completed.

This checklist not only guided the rating officials, but it also served as an indicator to the quality control personnel that the various steps had been completed on closed forms to which they did not have access.

The checklist is in Appendix C.

X. SYSTEM MODIFICATIONS

The OER review group recommended several modifications of the proposed system.

1. The statement of job objectives was eliminated and replaced by the duty title, DAFSC, and summary of duties not included or implied by title and DAFSC.
2. The requirement for each rating official who completed an AF Form XX, to be at least one grade higher than the ratee was replaced by a requirement that one rating official who completed AF Form XX be at least one grade higher than the ratee.

3. The requirement for interaction between the supervisor and ratee in the completion of the AF Form YY, was eliminated.

4. The possible impact of a closed (confidential) rating system required evaluation. Both an open and closed version of the new system was tested. The field test also included an attitude survey and four "mock" promotion boards comparing the then current selection folders with the same folder with new forms added.

The modified system was tested in an operational environment.

XI. THE FIELD TEST

Since one of the objectives of the field test was to identify operational problems in administering the new system, AFMPC was tasked with conducting the field test. Ten active duty bases, Minot AFB, Dover AFB, George AFB, Webb AFB, Eglin AFB, Edwards AFB, Maxwell AFB, Ent AFB, Wright-Patterson AFB, and Davis-Monthan AFB, were selected for the field test. Two of these, Wright-Patterson AFB and Davis-Monthan AFB, were designated to participate as though the evaluation of potential were to be closed. All others conducted an open evaluation. The Pentagon was later added to the list of locations for the test of the open system. The field test was conducted during September, October, and November 1972.

XII. FIELD TEST RESULTS

Since the rating official who completed AF Form YY, was required to use a minimum of six factors in his evaluation, the frequency with which each factor was used gave some indication of their relative suitability. Six factors, *Oral Communication*, *Written Communications*, *Professional Knowledge*, *Ability to Evaluate Facts and Make Decisions*, *Adaptability*, and *Plan and Organize Work*, were used by 95% or more of the rating officials. *Ability to Train Others* was the least used at 64%.

Although many doubts had been expressed in pre-field test discussions about the ease of administration of the system, the field test was completed with a minimum of administrative problems as reflected by comments from CBPO personnel who participated in the field test.

Fears that raters would not make independent ratings on *promotion recommendations* were not supported by the field test results with 48% of the indorsing officials differing one or more blocks from the reporting officials. Reviewing officials accepted their responsibilities to control the system by resolving the differences in most instances.

In the comparison of open ratings to closed, no significant differences were found. The promotion recommendation scale produced a full range of ratings on the seven-point scale with slight negative skewing; i.e., fewer raters giving low ratings than high ratings. Comparison of the overall performance scale with the promotion recommendation scale revealed minimum halo effect strongly suggesting that the two ratings were conceptually different to the raters.

Four promotion boards were formed to determine the impact of introducing the new forms to existing selection folders. The members of the boards were selected randomly from members of an operational selection board which had finished its operational task. A promotion quota was established for major to lieutenant colonel, and for captain to major, for majors and captains rated in the field test. These quotas were equivalent to the promotion opportunity in operational selection boards. Two of the boards considered all participating major selection folders without the new forms; the other two boards considered all participating major selection folders with the new forms added. For the captain to major selections, the boards were reversed; i.e., the boards which considered folders without the new forms in the major to lieutenant colonel exercise considered the folders with the new forms for the captain to major exercise and vice versa.

Interboard comparisons indicated that there was an increase in reliability of board selections with the inclusion of the new forms in the selection folders.

An attitude survey was administered to all participants in the OER field test. Although the survey contained 38 items, only those most relevant to this report will be discussed. A summary of responses to all items is shown in Appendix D.

Two questions were considered critical to the potential of the new system. The first of these questions was, "How do you like the proposed system as a whole?" "I like it" was the response of 30% of the officers while 56% responded "It seems acceptable," and only 14% responded, "I don't like it." The second question was, "How well will the proposed system work?" Of those responding, 46% reported "Better than the current one" while 48% responded "As well as the current one," and only 6% reported "Not as well as the current one." It is interesting to note that Caucasian and non-Caucasian officers responded similarly to these two questions.

Other items dealing with important areas in the survey included "What is your attitude toward a closed evaluation of potential (the evaluation would be available only to reviewers and members of promotion boards and never available to the ratee, rater, career counselors, major commands, researchers, or anyone else)?" A favorable attitude was indicated by 24% of the respondents, an acceptable attitude by 15%, an unfavorable attitude by 39%, and most important, 23% indicated that they were inalterably opposed. With respect to this item, non-Caucasian officers were less favorable than Caucasian. It is also interesting to note that as grade level increased, officers became more favorable towards this concept.

A related question was, "Do you think the closed system as defined above would *really* be closed?" "Probably" was the response of 18% of the officers, 25% indicated "cannot predict," and 56% indicated "probably not."

Non-Caucasian and junior officers seemed less inclined to believe the system would really be closed.

Another important area was that of rater history. Specifically, one item asked, "Rater History: Should the rater and reviewer be kept informed as to how the rater has rated in the past?" Forty-five percent of the respondents indicated "Yes, because the information should provide a favorable perspective for maintaining objective ratings"; 6% indicated "Yes, for other reasons." On the other hand, 17% responded "No, as this information will probably introduce false perspective," and 4% responded, "No, for other reasons."

Respondents were also asked, "Rater Letter: Should rater be provided with some information as to how ratings they have rendered compare on the average with those rendered by all raters?" Sixty-four percent of the respondents indicated "yes" and only 13% responded "no." The others had no opinion. Another item on the survey was "Are there aspects of the proposed evaluation system which would appear to promote racial bias?" Three percent of the respondents indicated yes, 76% of the respondents indicated "no," and 21% responded "hard to say." Significantly more non-Caucasian than Caucasian officers responded either "yes" or "hard to say." A related item was "Are there aspects of the proposed evaluation system which would appear to promote sex bias?" Three percent of the officers reported "yes," 79% reported "no," and 19% reported "hard to say." There were no significant differences as a function of ethnic background and sex.

Respondents were also asked, "Should colonels and generals, as reviewing officers for captains through colonels, be tasked with management of the system and control of the rating trends?" Forty-three percent of the officers responded "yes," 34% responded "no," and 22% responded "no preference." The percentage of the officers responding "yes" seemed to be positively correlated with grade. A related question indicated that only 29% of the officers felt that the reviewer would probably be able to manage the system and control rating trends, whereas 38% felt that he would probably not be able to. When asked, "Should knowledge of rating distributions and trends be made available to all Air Force officers?", 64% responded "definitely," 21% "probably," 4% "no preference," and 11% "probably not or definitely not." The results of the attitude survey indicated that the majority of officers who participated in the field test were favorable toward the proposed system. The current investigation indicated the level of acceptability with the proposed system to be higher than could be reasonably expected, and certainly high enough to warrant implementation.

Another author (Preston, 1975) has provided different interpretations of these same field data.

XIII. CONCLUSION

The proposed system and test results were transferred to the Hq, USAF/DP requirements manager. A number of significant modifications were made to the proposed system. This revised OER system was implemented by the Air Force on November 1974.

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Forest Service, U.S. Department of Agriculture. *Job profiles, performance appraisals and career progress*. Publication prepared for internal use by the Forest Service in connection with the Career Appraisal System, Management of Human Resources (MOHR), 1968.

Preston, R.C. The new officer effectiveness report. *Air University Review*, Vol XXV, No. 3, March-April 1974.

APPENDIX A: AF FORM XX AND AF FORM YY

INSTRUCTIONS: AF FORM XX
(REFER TO CHAPTER 7, AFM 36-10)

For the Rating Official:

- a. Enter in Section I ratee identification data furnished by the CBPO. If any of this information is incorrect, advise the CBPO and make necessary corrections.
- b. Indicate relationship to ratee in Section II.
- c. In Section III, place an "x" in the appropriate box describing how well the ratee meets performance standards. The rating is based on an evaluation of all factors and comments reported on AF Form YY, Performance Evaluation.
- d. An overall performance evaluation not in consonance with the rating and comments on AF Form YY must be supported in the Comments block. Information should be provided when it makes the promotion evaluation more meaningful.
- e. Comments must be legibly printed in permanent ink or typed.
- f. Place an "x" in the appropriate promotion recommendation box, indicating when the ratee should be promoted. Consider the ratee's potential for positions of greater responsibility and how soon he could assume those responsibilities. Compare the ratee's potential with officers of the same grade. Consider how soon he could assume responsibilities typical of officers who are a grade higher than the ratee's current active duty grade.
- g. When rating colonels, the rating rendered must be in the context of potential for selection to permanent colonel.
- h. In Section IV, indicate your function in the rating process, i.e., reporting, indorsing, rating official only, reviewing or additional reviewing official. Complete the identification data, sign and date the form. AF Form XX will not be signed before the closing date of the reporting period. AF Form XX cannot be dated before the date affixed by the indorsing official on AF Form YY.
- i. Seal the completed evaluation in an envelope and sign across the flap of the envelope. The name, grade, and SSAN of the ratee and rater should be printed or typed on the face of the envelope.

For the Reviewing Official:

- a. Review AF Form YY and each AF Form XX.
- b. On each AF Form XX indicate concurrence or non-concurrence by placing an "x" in the appropriate box in Section V.
- c. If non-concurring in both AF Forms XX, also place an "x" in the box, "Additional AF Form XX" and complete AF Form XX as a rating official. The AF Form XX should explain reasons for non-concurrence. Another reviewing official is not required.
- d. An additional AF Form XX may be completed even though concurring in one or both of the AF Forms XX under review providing the information makes the evaluation more meaningful.
- e. Complete the identification data, sign and date the form. The date cannot precede the date affixed by rating officials.
- f. Seal all AF Forms XX in a window envelope with the ratee's identification data visible through the window. Sign across the flap of the envelope.
- g. Forward the AF Form YY and AF Forms XX to the CBPO for distribution.

I. IDENTIFICATION DATA NAME: SSAN: GRADE - ACTIVE: RPT PRD FROM: ORGN: BASE:	II. RELATIONSHIP TO RATEE <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: center; border-bottom: 1px solid black;">Length of Time</th> <th style="text-align: center; border-bottom: 1px solid black;">Degree of Contact</th> </tr> <tr> <td style="text-align: center;">0 - 3 Mo <input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;">None <input style="width: 30px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">4 - 6 Mo <input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;">Limited <input style="width: 30px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">7 - 12 Mo <input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;">Frequent <input style="width: 30px; height: 20px;" type="text"/></td> </tr> <tr> <td style="text-align: center;">Over 12 Mo <input style="width: 30px; height: 20px;" type="text"/></td> <td style="text-align: center;">Daily <input style="width: 30px; height: 20px;" type="text"/></td> </tr> </table>	Length of Time	Degree of Contact	0 - 3 Mo <input style="width: 30px; height: 20px;" type="text"/>	None <input style="width: 30px; height: 20px;" type="text"/>	4 - 6 Mo <input style="width: 30px; height: 20px;" type="text"/>	Limited <input style="width: 30px; height: 20px;" type="text"/>	7 - 12 Mo <input style="width: 30px; height: 20px;" type="text"/>	Frequent <input style="width: 30px; height: 20px;" type="text"/>	Over 12 Mo <input style="width: 30px; height: 20px;" type="text"/>	Daily <input style="width: 30px; height: 20px;" type="text"/>
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Over 12 Mo <input style="width: 30px; height: 20px;" type="text"/>	Daily <input style="width: 30px; height: 20px;" type="text"/>										

III. PROMOTION EVALUATION														
OVERALL PERFORMANCE EVALUATION <div style="display: flex; justify-content: space-around;"> DOES NOT MEET STANDARDS <input style="width: 30px; height: 20px;" type="checkbox"/> MEETS STANDARDS <input style="width: 30px; height: 20px;" type="checkbox"/> EXCEEDS STANDARDS <input style="width: 30px; height: 20px;" type="checkbox"/> </div>														
COMMENTS OF RATING OFFICIAL														
PROMOTION RECOMMENDATION - HIS POTENTIAL IS TYPICAL OF OFFICERS WHO ARE: <div style="text-align: center; border-bottom: 1px solid black; margin-bottom: 5px;"> PROMOTED </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: small;">RETAINED IN PRESENT GRADE</td> <td style="text-align: center; font-size: small;">LOWER 1/3 IN PRIMARY ZONE</td> <td style="text-align: center; font-size: small;">MIDDLE 1/3 IN PRIMARY ZONE</td> <td style="text-align: center; font-size: small;">TOP 1/3 IN PRIMARY ZONE</td> <td style="text-align: center; font-size: small;">1 YR AHEAD OF YEAR GROUP</td> <td style="text-align: center; font-size: small;">2 YRS AHEAD OF YEAR GROUP</td> <td style="text-align: center; font-size: small;">3 YRS AHEAD OF YEAR GROUP</td> </tr> <tr> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="text-align: center;"><input style="width: 30px; height: 20px;" type="checkbox"/></td> </tr> </table>	RETAINED IN PRESENT GRADE	LOWER 1/3 IN PRIMARY ZONE	MIDDLE 1/3 IN PRIMARY ZONE	TOP 1/3 IN PRIMARY ZONE	1 YR AHEAD OF YEAR GROUP	2 YRS AHEAD OF YEAR GROUP	3 YRS AHEAD OF YEAR GROUP	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>	<input style="width: 30px; height: 20px;" type="checkbox"/>
RETAINED IN PRESENT GRADE	LOWER 1/3 IN PRIMARY ZONE	MIDDLE 1/3 IN PRIMARY ZONE	TOP 1/3 IN PRIMARY ZONE	1 YR AHEAD OF YEAR GROUP	2 YRS AHEAD OF YEAR GROUP	3 YRS AHEAD OF YEAR GROUP								
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<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; font-size: small;">NAME/GRADE</td> <td style="width: 20%; font-size: small;">SSAN</td> <td style="width: 20%; font-size: small;">DATE</td> </tr> <tr> <td style="font-size: small;">DUTY TITLE</td> <td colspan="2" style="font-size: small;">SIGNATURE</td> </tr> </table>	NAME/GRADE	SSAN	DATE	DUTY TITLE	SIGNATURE									
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DUTY TITLE	SIGNATURE													
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 55%; font-size: small;">V. REVIEWING OFFICIAL</td> <td style="width: 15%; font-size: small;">CONCUR <input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="width: 15%; font-size: small;">NONCONCUR <input style="width: 30px; height: 20px;" type="checkbox"/></td> <td style="width: 15%; font-size: small;">ADDITIONAL AF FORM XX COMPLETED <input style="width: 30px; height: 20px;" type="checkbox"/></td> </tr> <tr> <td style="font-size: small;">NAME/GRADE</td> <td style="font-size: small;">SSAN</td> <td colspan="2" style="font-size: small;">DATE</td> </tr> <tr> <td style="font-size: small;">DUTY TITLE</td> <td colspan="3" style="font-size: small;">SIGNATURE</td> </tr> </table>	V. REVIEWING OFFICIAL	CONCUR <input style="width: 30px; height: 20px;" type="checkbox"/>	NONCONCUR <input style="width: 30px; height: 20px;" type="checkbox"/>	ADDITIONAL AF FORM XX COMPLETED <input style="width: 30px; height: 20px;" type="checkbox"/>	NAME/GRADE	SSAN	DATE		DUTY TITLE	SIGNATURE				
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**INSTRUCTIONS: AF FORM YY
(Refer to Chapter 6, AFM 36-10)**

For Reporting Official:

a. Enter in Section I, ratee identification data furnished by the CBPO. If any of this information is incorrect, advise the CBPO and make necessary corrections.

b. Enter number of days supervised.

c. For "Job Level" in organization, enter the appropriate level of ratee's job within the organization. Job levels are described as:

- Command Element
- Directorate, Department, Office, or equivalent
- Division or equivalent
- Branch or equivalent
- Section or equivalent
- Unit or equivalent
- Other

For example, level of job in the organization is the most immediate level of assignment within which the ratee works. If the ratee is a programmer in the Data Systems Branch of DCS Personnel, Hq ATC, his level of job in the organization is "Branch."

d. Before completing the ratings of the specific factors, require the ratee to provide a list of job objectives for his job. Evaluate these in terms of what is expected of the ratee and discuss any revision of the job objectives list with him. Reference paragraph h on the opposite side of this document.

e. After the job objectives have been identified (Reference AFP-XX) and listed in Section III of AF Form YY, evaluate, in Section II, the ratee on a minimum of six of the performance factors. Report his rating by placing an "x" in the appropriate box. Any rating, other than "Meets Standards," or "Not Relevant," or "Not Observed" must be supported by a specific example of performance. Do not exceed the space provided.

f. The nine factors (abbreviated on the form) and the performance standards are:

(1) How Proficient is This Officer in Handling Oral Communications?

(a) **Far Below Standards.** This officer's verbal ability is limited. He antagonizes others during communications. He does not speak clearly. The officer's co-workers avoid consultation whenever possible. He is often verbose and speaks with no apparent lines of logic. His briefings are disorganized. Either he will not communicate with his associates or he has difficulty doing so.

(b) **Below Standards.** This officer is able to convey useful information if the listener is patient and tolerant. His answers are sometimes overly involved. At other times he leaves important items out. During briefings he is visibly nervous and hesitant in his presentation.

(c) **Meets Standards.** This officer gives direct and understandable responses to inquiries and maintains channels for communication. He talks on the level of others. He gets his points across and does not offend others. His briefings are usually organized and well presented.

(d) **Above Standards.** This officer is able to effectively deal with difficult communication situations, such as hostile persons and trouble-some areas. He puts extra effort into his communications. His briefings are always well received.

(e) **Well Above Standards.** This officer is extremely agreeable in communicating with others, and is often called upon for briefing difficult or sensitive problem areas. He quickly wins everyone's confidence, respect, and trust. He is capable of outstanding results in any job requiring difficult communication. He senses any difficulty on his audience's part, and is able to achieve understanding at all times. He is invariably complimented on the quality of his briefings.

(2) How Proficient is This Officer in Handling Written Communications?

(a) **Far Below Standards.** This officer's written communications are rendered almost totally useless due to his inadequacies in spelling, grammar, punctuation, and sentence construction. All his communications raise questions and doubt as to his intention rather than clear the issue. People must continually seek clarification or correct his errors.

(b) **Below Standards.** The quality of this officer's written communications is inconsistent. Although his communications usually convey a cogent idea, they are occasionally difficult to understand and interpret.

(c) **Meets Standards.** This officer writes an acceptable report. His writing is clear and coherent. His written instructions and reports are readily understandable. The content of his communications flows smoothly.

(d) **Above Standards.** The reader can follow the line of reasoning of even complicated reports this officer writes. He is succinct, confining his communications to only those words necessary to express his ideas. His written communications are rarely returned because of grammatical errors or disorganized presentation.

(e) **Well Above Standards.** This officer is a master at all times in the use of vocabulary and grammar. He is able to describe complex concepts so well that even the casual reader can readily comprehend the idea. This officer is usually chosen for the more difficult writing work.

(3) How Well Does This Officer Demonstrate Technical and Professional Knowledge?

(a) **Far Below Standards.** This officer must be assigned every job he performs, and needs constant supervision while performing the job so that it is completed correctly. Without supervision he fails to complete assigned tasks or avoids them. On the one hand he may be unable or unwilling to apply his knowledge, while on the other he may possess none.

(b) **Below Standards.** This officer's technical competence is sometimes inadequate for the job. He must be monitored regularly and occasionally falters when assigned a job which is any way out of the ordinary. He must be closely supervised or he may meet with failure.

(c) **Meets Standards.** This officer applies the minimal technical or professional knowledge required for the job. He is aware of any shortcomings he has and attempts to compensate for them. He requires special assistance for extremely difficult assignments.

(d) **Above Standards.** This officer gives thought to job problems and has insight into how new knowledge can aid in solutions. He keeps informed of new developments in his field. He can effectively incorporate things from outside his field into his job. His training and experience insure that he can handle difficult situations effectively.

(e) **Well Above Standards.** This officer possesses technical and/or professional knowledge to the degree that its application to Air Force problems results in a significant saving in manpower or materials. He is always able to succeed where others have failed. He is well known for his accomplishments and is a recognized authority in his field.

(4) How Well Does This Officer Achieve Effective Use of Manpower Resources?

(a) **Far Below Standards.** His subordinates are characterized by a state of low morale and confusion. No one is sure of what is expected of them. He is not consistent in his dealings with subordinates. He is prone to take credit for the accomplishments of his subordinates.

(b) **Below Standards.** This officer fails to recognize priorities and individual workload when assigning tasks. His subordinates do make every effort to accomplish the job under these circumstances. Subordinates are usually assigned jobs befitting their abilities and skills, and the officer usually provides them with a reasonable amount of supervision.

(c) **Meets Standards.** This officer is able to balance a reasonable expenditure of manpower with effective accomplishment of the unit's mission. He gives credit where credit is due and his people usually know what is expected of them. He is almost always consistent in the dispensing of rewards and punishments. There is good morale and an aura of efficiency about his section.

(d) **Above Standards.** This officer finds new ways to accomplish his mission, at lower expenditures of man hours. His personnel respect his ability as a manager and know that he will always be fair in his dealings with them. They are always aware of what he expects of them, and know he will back them to the hilt as long as they are right.

(e) **Well Above Standards.** Other officers solicit his advice in establishing job priorities and assigning personnel to accomplish those jobs. He is rigorously objective in his dealings with and assignments of his people. He always has the complete respect and cooperation from his subordinates. He is able to reconcile difficult inter and intra officer conflicts or situations among people, thus preserving organizational morale, esprit de corps, and effectiveness.

(5) How Well Does This Officer Achieve Effective Use of Material Resources?

(a) **Far Below Standards.** Air Force money and materials are misused or wasted by this officer. This officer fails to handle his assignment, requiring them to be redone. Materials are not properly utilized or accounted for. He does not or is not able to provide the proper materials or equipment in the places they are needed at the time they are needed, thus causing delays in the work of others.

(b) **Below Standards.** The officer accomplishes tasks in a manner conducive to the conservation of materials, but not on a regular basis. In the absence of close supervision, he tends to squander resources in order to get jobs done.

(c) **Meets Standards.** This officer is able to balance minimal use of material resources with good results. His associates are aware that unnecessary expenditures will not be tolerated.

(d) **Above Standards.** Excellent results accomplished at a minimum cost in material. Skillfully utilizes cost-effectiveness studies. Often makes suggestions or substitutions in material which result in savings to the Air Force.

(e) **Well Above Standards.** This officer not only is supremely effective in the conservation and effective utilization of new materials, but he seeks and finds new ways of utilizing existing equipment and goods for accomplishing jobs more efficiently and economically. He is a recognized authority in interpreting cost-effectiveness tradeoffs.

(8) *How Well Does This Officer Evaluate Facts and Make Decisions?*

(a) **Far Below Standards.** This officer cannot, or is reluctant to, make decisions on his own. When he is forced to make a decision, it is not reliable. He is averse to accepting any responsibility for his decisions.

(b) **Below Standards.** The officer performs some routine decision-making functions, but he is hesitant to involve himself in areas where keen judgment is necessary. Such judgments come only very slowly and only after repeated prodding. As they are sometimes inaccurate, and in consideration of the amount of effort required to obtain them, the supervisor will often perform them himself.

(c) **Meets Standards.** This man learns from incorrect decisions. He accepts responsibility for his decisions. He makes use of proper statistical data, and his evaluations are almost always accurate.

(d) **Above Standards.** This officer does not hesitate to make required decisions, and those he makes are clear-cut and supported by valid data. His decisions are often solicited by his supervisor.

(e) **Well Above Standards.** This man's advice is often sought out by others in the field. He is utterly dependable and frequently innovates new methods. He has a reputation for making the correct decision. Both his supervisor and subordinates have absolute faith in his decisions.

(7) *How Well Does This Officer Adapt to New and Different Situations?*

(a) **Far Below Standards.** This officer is lost in any situation which deviates from normal procedure. He will shirk it if at all possible.

(b) **Below Standards.** With direction this officer may utilize new methods, but would resist them without pressure. He prefers to retain familiar methods even though they may no longer be applicable.

(c) **Meets Standards.** This officer is flexible and open to most new ideas or methods. He seeks assistance if he cannot meet a situation himself. He learns from orientations and demonstrations and applies what he learns to his job. He is usually effective under stress conditions.

(d) **Above Standards.** This officer is very adept at recognizing new innovations and incorporating them into the procedure to increase

efficiency. He is able to recognize and avoid problems in new situations. He is able to perform well in most difficult and stressful situations.

(e) **Well Above Standards.** This officer actively seeks new methods and procedures. He consistently profits from unexpected and difficult situations. He always responds to crises quickly and effectively. In new and different situations he can, without exception, be counted upon to do an outstanding job.

(8) *How Well Does This Officer Plan and Organize His Own Work?*

(a) **Far Below Standards.** Time, resources and effort are wasted as the officer fails to plan ahead. Disorganization and unpreparedness characterize this man. His objectives are not met on time and the results are usually so disorganized as to be rendered almost useless.

(b) **Below Standards.** This officer attempts to schedule the proper use of his resources and the organization of his activities. When he does plan something, however, it is often deficient due to his inability to handle anything but routine work.

(c) **Meets Standards.** This officer meets job requirements by anticipating needs and planning for them. He is willing and able to plan for almost any job. He is able to coordinate his plans within the organization. He is usually able to meet deadlines.

(d) **Above Standards.** Every job is accomplished as scheduled. He plans ahead, anticipating problems. He is flexible and able to recognize priorities. In addition to meeting job requirements in planning his own work, this officer is often called upon to plan and organize complex organization problems. His plans usually result in increased efficiency in the management of resources.

(e) **Well Above Standards.** This officer organizes the disorganized situation, even under stress of time. Plans are easily understood and accepted. He can quickly alter plans, adapting to changing situations. He is frequently called upon and consistently able to solve complex organization problems. These plans are always accepted by higher authority with little revision. His plans and organizational ability maximize efficiency.

(9) *How Well Does This Officer Train Others?*

(a) **Far Below Standards.** This officer does not take the time to train others. Has absolutely no facility in counseling subordinates. Impossible for students to learn in a classroom situation.

(b) **Below Standards.** This officer reluctantly counsels his subordinates. Rarely do subordinates respond. Students learn on their own initiative. His classroom presentations are unorganized and uninspiring.

(c) **Meets Standards.** This officer has some success in counseling others relative to their job performance. His subordinates are provided adequate training on a systematic basis as often as the need arises. Students have no trouble understanding his classroom instructions.

(d) **Above Standards.** This officer is constantly alert to training needs. The results of his classroom instruction are evident as students handle their jobs well and are prepared for more difficult assignments. Subordinates respond favorably to his job performance counseling.

(e) **Well Above Standards.** This officer anticipates future training needs of others. He is an exciting instructor with highly motivated subordinates. Students are prepared for advancement ahead of others as a result of systematic and thorough training. Handles counseling sessions professionally and subordinates respond favorably.

g. Select the three factors which the ratee is best qualified to perform and enter them in the boxes designated "Factor Ranking" and rank them. In box 1, enter the number of the factor the ratee is best qualified to perform, in box 2, the next best qualified, in box 3 the third best qualified.

- BACK PAGE -

h. In completing Section III, "Job Objectives," care should be taken that the statements of job objectives are specific actions or behaviors which are realistic, specific and integrated into organizational objectives. The job objectives should be grouped under three headings termed "duties." A duty is simply a general category of job objectives. A job objective is a verb form with qualifiers describing what is done and where or when it is done. It should be stated in such a form as to be as objective as possible. The statement should describe a readily observable action or a behavior which produces some product which can be measured, counted, or otherwise evaluated.

i. In Section IV, comments may be made in the space provided. Comments may include suggested assignments and performance or behavior characteristics not covered by the Performance Factors. Put an "x" in the appropriate box to indicate whether or not a promotion evaluation is to accompany the performance evaluation for this period of supervision.

j. Review the accuracy and completeness of all entries and enter all information required in Section V. Sign and date the form. Make sure the signature date does not precede the closing date of the report.

For Indorsing Official:

- Review rating and comments of reporting official for completeness and impartiality, and assure each rating is adequately justified.
- Concurrence or non-concurrence in the evaluation should be indicated by marking an "x" in the appropriate box. Comments explaining non concurrence may be made but must be confined to the space provided.
- The evaluation will not be returned to the reporting official for reaccomplishment.
- Complete the identification data. Sign and date the form. Make sure the date does not precede that of the reporting official.

I. IDENTIFICATION DATA NAME: _____ SSAN: _____ REASON FOR REPORT: _____ GRADE - ACTIVE: _____ PERMANENT: _____ RPT PRD FROM: _____ THROUGH: _____ ORGN: _____ BASE: _____				PERIOD OF SUPERVISION PAFSC DAFSC COMMAND LEVEL JOB LEVEL						
DUTY TITLE										
II. PERFORMANCE FACTORS										
FACTOR RANKING	1	2	3	A Not Observed	B Not Relevant to Job Objectives	1 Far Below Standards	2 Below Standards	3 Meets Standards	4 Above Standards	5 Well Above Standards
1. ORAL COMMUNICATION SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. WRITTEN COMMUNICATION SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. PROFESSIONAL KNOWLEDGE SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. MANPOWER RESOURCES SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. MATERIEL RESOURCES SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. FACTS AND DECISIONS SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ADAPTABILITY SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. PLAN AND ORGANIZE WORK SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. TRAIN OTHERS SPECIFIC EXAMPLE:				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. JOB OBJECTIVES			
IV. COMMENTS OF REPORTING OFFICIAL			
AF FORM XX COMPLETED TO ACCOMPANY THIS FORM			<input type="checkbox"/> YES <input type="checkbox"/> NO
V. REPORTING OFFICIAL		ALSO RATING OFFICIAL	
NAME/GRADE	SSAN	DATE	
DUTY TITLE		SIGNATURE	
VI. INDORSING OFFICIAL	Concur <input type="checkbox"/> Nonconcur <input type="checkbox"/> COMMENTS:		
NAME/GRADE	SSAN	DATE	
DUTY TITLE		SIGNATURE	

APPENDIX B: THE OER FLOW

TABLE 5-1				
WHO WILL WRITE THE PERFORMANCE EVALUATION ON OFFICERS WHO ARE ON EXTENDED ACTIVE DUTY				
A		B	C	D
1	2	3	4	5
★ If an officer who is on extended active duty has been performing (note 1)		and the period of supervision regardless of principal duties involved has been at least	then the OER will be written by the	and go to table
1	Normal duties under an individual designated as his reporting official		Reporting official (note 2)	
2	Duties in a job such as professor of air science, air attache, etc., which is geographically separated from the office or headquarters to which he is responsible or which is not in the normal chain of command and the parent unit of the ratee has designated a reporting official	90 days or such shorter periods as authorized by HQ USAF	Individual designated as reporting official by ratee's parent command (note 2)	5-3
3	Duty as an AFSC commander or is another AFSC members whose function directly supports a special unit base, air division, numbered air force or major command and the commander of the supported organization or his designed representative has served as the reporting official of the ratee		Commander of the supported organization or his designated representative (note 2)	
4	★ Temporary duty under an individual designated as the TDY reporting official (note 3)	90 days	TDY reporting official (note 2)	

Notes:

1. The reporting official on Medical Service Personnel will be the first official in the chain of command who is serving in a grade equal to or higher than that of the ratee. If this official is *not* the immediate supervisor of the ratee, a letter of evaluation will be obtained from the ratee's immediate supervisor for use by the reporting official in preparing the report.
2. If the reporting official has been relieved from duty for cause (see paragraph 5-2a and 5-2b) or he has died, or he is missing, missing in action, captured, interned, or incapacitated, then his immediate supervisor will become the reporting official and write the report provided he has personal or written knowledge of at least 90 days of the ratee's duty performance which occurred during the reporting period.
3. The parent command may designate the individual to serve as the reporting official. If the parent command does not designate a reporting official the organization to which the ratee is TDY will make the designation.

TABLE 5-2

WHO WILL WRITE THE PERFORMANCE EVALUATION ON OFFICERS WHO ARE NOT ON EXTENDED ACTIVE DUTY			
R U L E	A	B	C
	If an officer who is not on extended active duty is an (C)	and the period of supervision under this supervisor has been	the reporting official will be the
1	ANG officer not on active duty for training and has been performing his normal duties under an individual who has been designated as his reporting official	(Note 1)	Reporting official (note 2)
2	ANG officer on active duty of at least 30 consecutive days and an individual has been designated as his active duty reporting official	(Note 1)	Reporting official of active duty (note 2)
3	AFRes officer on active duty for training of at least 30 consecutive days and an individual has been designated as his reporting official of active duty for training	at least 20 days	Reporting official of active duty (note 2)
4	AFRes officer not on active duty for training and has been performing his normal duties under an individual designated as his reporting official	a period in which at least 10 points have been earned excluding points received during an active duty for training period for which an effectiveness report has been submitted	Reporting official (note 2)

Notes

1. A mandatory period of supervision is not established for ANG officers not on extended active duty because of the mandatory requirement for the submission of letters of evaluation under the provisions of paragraphs 5-9a(3) (a) and 5-9a(8) (b).
2. If this supervisor has been relieved from duty for cause (see paragraphs 5-2a and 5-2b), or he has died, or he is missing, missing in action, captured, interned, or incapacitated, then his immediate superior will become the reporting official who writes the report provided he has personal or written knowledge of the ratee's duty performance.

TABLE 5-3

WHO WILL WRITE THE PROMOTION EVALUATION ON OFFICERS WHO ARE ON EXTENDED ACTIVE DUTY		
	A	B
R U L E	If	C
1	Reporting Official is one grade higher than ratee (Note 1)	First Promotion Evaluation Rating will be prepared by Reporting Official
2	Reporting Official is of the same grade as ratee (Note 1)	Next higher official in Chain of Command above the Reporting Official
3	Reporting Official is a General Officer	Next higher official in Chain of Command above First Rating Official
4	First Rating Official is a General Officer	Not prepared
5	Second Rating Official is a General Officer	Not prepared
		General Officer (Note 2)

Note 1: At least a GS-11 may rate lieutenants, GS-12 rate captains, GS-13 rate majors, GS-14 rate lieutenant colonels, and GS-16 rate colonels.

Note 2: Any official in the Chain of Command

superior and senior to the rating official may complete a promotion evaluation provided it adds substantial information about the ratee's potential. The evaluation is independently completed.

TABLE S-5

WHEN WILL AN OER BE WRITTEN ON AN OFFICER WHO IS ON EXTENDED ACTIVE DUTY

R U L E	A	B	C	D
	If	and the period of supervision has been at least	then report will be written with reason entered as	and go to table
1	Effectiveness of training report has not been submitted on the rates for at least 1 year		No report 1 yr	
2	★ Reporting official changes for an anticipated period of 90 days or more for any reason (attendance at Formal Training of 12 weeks or more is considered equivalent of 90 days)		CRO	
3	Ratee is serving in the grade of captain or below; has served less than 5 years on EAD in commissioned or warrant status; is not a medical or dental corps officer; is not a graduate of a pilot or navigator flying school on flying status; and an OER or TR has not been prepared on him for at least 6 months (note 1)	90 days or such shorter period as authorized by HQ USAF	No report 6 mos	5-7
4	Ratee is a company grade officer & is a pilot or navigator flying school graduate on flying status and has not yet completed 5 years of EAD since graduation from a course awarding an aero rating and an OER or training report has not been prepared on him for at least 6 months (note 1) (paragraph 6-7).			
5	Ratee is a medical corps officer in Phase III Aviation Medicine residence training or a medical or dental corps officer in his first year of residence training, other than Phase I or II Aviation Medicine residence training, on whom a report has not been submitted for at least 6 months (note 2 and paragraph 7-3a(3).)			
6	Ratee has been recalled to extended active duty; was a commissioned or warrant officer on a previous EAD tour; and has served at least 6 months on present tour (note 3.)			
7	Ratee has been promoted to temporary brigadier general (note 4).		Prom to general	
8	A determination of the appropriateness of action(s) under AFR 36-2, 36-3, 36-35 or AFM 35-99, is needed or an OER is required for action(s) under AFR 35-32.		Dir by (sq, wing, base, etc.) commander	
9	Ratee has performed in an unsatisfactory or marginal manner and a special report is appropriate.			

TABLE 5-5-Continued

WHEN WILL AN OER BE WRITTEN ON AN OFFICER WHO IS ON EXTENDED ACTIVE DUTY			
	A	B	C
10	Completion of or withdrawal from designated AU courses (see paragraph 7-1).	90 days	CBO
11	★Over 12 months has elapsed since a report has been rendered and the reporting official changes for any reason or over 18 months has elapsed since a report has been rendered.	60 days or such shorter period as authorized by HQ USAF	Dir by (sq, wing, base, etc.) commander
12	Special report has been directed by HQ USAF (note 5).		
13	Ratee has been declared missing in action, captured, or interned (note 6).		Dir by HQ USAF

Notes:

1. The period of the report will end 6 months after the closing date of the last OER or training report or as soon thereafter as the required 90 day period of supervision has been met. Reason for report will be *no report 6 months* regardless of the time period of the report.
2. Reports will be prepared 6 months after the starting date and at the completion of the first year of residence.
3. Does not apply to officers assigned to an ANG or AFRes unit on or before the date on which the unit is called to EAD. OERs on officers in units called to EAD will be prepared IAW rules 1 thru 12 using the day following the closing date of their last OER or training report whether EAD or non-EAD, or in the case of those officers having no previous OERs, the date assigned to the unit, as the opening date of the report. Section II of the report will include both the information required by paragraph 6-2e and the portion of the report served on EAD. AD days during the period of report which are prior to the date of EAD and under the same reporting official will be included in the period of supervision.

4. When a colonel is promoted to temporary brigadier general, the AF Form 707 is prepared in original only and forwarded to HQ USAF (AFPDG) Wash DC 20330. Submission of the AF Form 706 is not required.

5. Authority to direct OERs under this rule is retained by the DCS/Personnel, HQ USAF. Requests for permission to submit reports will be forwarded through channels to the major command along with complete justification for submission of the OER. Major commanders are granted final disapproval authority. Those requests which are recommended for approval by the major commander will be forwarded to HQ USAF (AFPDPMC). Special reports covering outstanding performance of duty are not permitted under this rule. If this headquarters determines that special reports are required on certain officers for selection board use, the USAFMPC (AFPM-JAB) will furnish their names to the major commands along with appropriate suspense dates and direct that reports be submitted under this rule.

6. Reports will be rendered under this rule without regard to the period of the report or the number of days supervision.

TABLE 5-6

WHEN WILL AN OER BE WRITTEN ON AIR NATIONAL GUARD OFFICER WHO IS NOT ON EXTENDED ACTIVE DUTY

	A	B	C	D	
1	W	and if records reveal	then a report will be written with reason entered as	end table go to	
1	Date specified in table 5-6 as the closing date for annual reports to be rendered on guard officers of the grade of the ratee has ended and the ratee was a member of the ANG on that closing day.	That no effectiveness or training report has been submitted on the ratee during the 180 days immediately prior to the closing date of the report.	Annual Report		
2	Reporting official of ratee changes.		CRO		
3	Either the ratee or his reporting official departs for a tour of active duty of at least 60 consecutive days duration.		CRO see comments (note 1)		
4	The reporting official has died, is missing, incapacitated, or has been relieved of duty for cause.		CRO see comments (note 2)	5-7	
5	Ratee's status has been changed to missing, or the ratee is incapacitated, dismissed, separated or confined by a military or civil court.		Dir by (sq, wing, base, etc.) commander		
6	Ratee has performed in an unsatisfactory or marginal manner or he has demonstrated undesirable characteristics and a special report is appropriate.		Prom to general		
7	Ratee has been promoted to brigadier general (note 4).				
8	Ratee is serving in a once-deferred status for promotion.				
9	Report has been directed by the National Guard Bureau.		Time requirements as established by the National Guard Bureau have been met.	Dir by Chief, NGB	
10	Ratee has completed an active duty tour of at least 60 consecutive days duration (note 3).		Active duty tour other than extended of at least 60 days.	Active duty tour	

1. In section VII of the report state what has happened to the normal reporting official. ANG aircrews performing ADC Runway Alert duties.

2. In section VII of the report state what has happened to the ratee. 4. When a colonel is promoted to brigadier general, the AF Form 707 is prepared in original only and forwarded to HQ USAF (AFPDG) Wash DC 20330.

3. Compliance with this rule is not required for Submission of the AF Form 708 is not required.

TABLE 5-7

WHEN WILL AN OER BE WRITTEN ON AN AFRIS OFFICER WHO IS NOT ON EXTENDED ACTIVE DUTY

U S E	A	B	C	D	E
	If a ratee is other than a Reinforcement Designee	and if records indicate that	and the period of supervision	then a report will be written with reasons entered as	and go to table
1	Completes an active duty or active duty for training tour of at least 30 days duration.		Covers at least 20 days under one reporting official	CRO	
2	★Effectiveness or training report has not been submitted on the ratee for at least 1 year.			No report 1 yr	
3	Reporting official of ratee changes.				
4	Either the ratee or his reporting official departs for a tour of active duty of at least 30 consecutive days duration.			CRO	
5	The reporting official has died, or he is missing, incapacitated or has been relieved from duty for cause.	At least 10 points have been earned by the ratee since the closing date of the last effectiveness or training report written on the ratee, unless HQ USAF authorizes a report to be written on less than 10 points	Covers a period during which at least 10 points, or such fewer points as authorized by HQ USAF, have been earned	CRO see comments (note 1)	
6	Ratee is incapacitated, dismissed, separated, or confined by a military or civil court.			CRO see comments (note 2)	
7	Ratee has performed in an unsatisfactory or marginal manner or he has demonstrated undesirable characteristics and a special report is appropriate.			Dir by (sq, wing, base, etc) commander	
8	Report has been directed by HQ USAF.			Dir by HQ USAF	
9	Ratee is serving in a <i>once-deferred</i> status for promotion (paragraph 6-1d(2)).			Dir by (sq, wing, base, etc) commander	
10	Determination of the appropriateness of action under AFR 45-40 is needed.				
11	Ratee has completed a tour of active duty for training of at least 12 consecutive days duration for tng cat D or at least 26 consecutive days duration for tng cat E. (Note 3)		Has been at least 10 days for tng cat D or at least 20 days for tng cat E	Active duty tour	

Notes:

1. In section VII of the report state what happened to the reporting official.
2. In section VII of the report state what happened to the rates.
3. Training Report (AF Form 475) will be submitted on Training Category D and E officers who perform the ANACDUTRA through attendance at a National Security Seminar.

TABLE 5-8

CLOSING DATES FOR ANNUAL REPORTS PREPARED ON ANG OFFICERS WHO ARE NOT ON
EXTENDED ACTIVE DUTY

L I N E	A	
	Closing date of annual report	Grade of rates
1	31 January	Lt Colonel or Warrant Officer
2	30 April	1st Lt
3	30 April	2d Lt
4	31 July	Captain
5	30 September	Major
6	31 August	Colonel

TABLE 5-9

WHO WILL INDORSE A PERFORMANCE EVALUATION

	A	B	C	D
RULE	If the reporting official is senior to the ratee (Note 1)	And the reporting official reports directly to the Chief of Staff USAF	And the immediate superior of the reporting official is	Then the report will
1	Yes	No	In the same grade or senior to the reporting official (Note 3)	Be indorsed by the immediate superior of the reporting official
2			Junior to the reporting official	Be indorsed by the first officer in the chain of command in the same grade or senior to the reporting official
3	No	Yes		Not be indorsed (Note 2)
4		No	Senior to the ratee	Be indorsed by the immediate superior of the reporting official
5			In the same grade or senior to the reporting official but not senior to the ratee (Note 3)	Be indorsed by the first officer in the rating chain of command senior to the ratee
6		Yes		Not to be indorsed (Note 2)

Note 1. If reporting official is general officer, report does not require indorsement.

Note 2. In Section IV of the evaluation, the reporting official indicates he reports directly to the Chief of Staff.

Note 3. Training Report (AF Form 475) will be submitted on Training Category D and E officers who perform the ANACDUTRA through attendance at a National Security Seminar.

5-10 WHO WILL REVIEW A PROMOTION EVALUATION

R U L E	A If the ratee is a	B The reviewing official will (Note 1)
1	Colonel	Be an Air Force General Officer
2	Capt-LtCol	Be at least an Air Force Colonel
3	Lieutenant	Be at least an Air Force Major

Note 1: Promotion evaluation ratings by an Air Force general officer do not require review. A general officer who, in the normal rating chain of command would be the second rating official, must review the first AF Form XX. He may concur or non-concur in the evaluation. If non-concurring, he must complete a second AF Form XX. Even while concurring on the first AF Form XX, a second may be completed if it makes the evaluation more meaningful.

TABLE S-11		
REVIEW OF OERs AT MAJOR COMMAND AND EQUIVALENT OR HIGHER LEVELS		
B U L E	A	B
	If the review is on	then the report will be reviewed by the
1	Officer on extended active duty	Major command and HQ USAF
2	ANG Officer not on extended active duty	State Adjutant General and the National Guard Bureau
3	AFRes officer not on extended active duty	41- Reserve Personnel Center

TABLE 5-1		ROUTING OF THE OIR				
	A	B	C	D	E	
1	If the ratee is	and the final mandatory indorsing-official is in the chain of command of the parent organization of the ratee	then the final mandatory indorsing official will forward the report	and the CBPO/custodian of the unit personnel record group will forward the report	and distribution will be made by the custodian of the command personnel record group to the office of record specified in table	
2	An officer on extended active duty (note 1)	Yes	To the servicing CBPO ER/PR unit of the ratee	To the custodian of the command personnel record group of the ratee	4-1	
3	An ANG officer not on extended active duty	No	Thru channels to the State Adjutant General			
4		Yes	To the custodian of the unit personnel record group of the ratee	To the custodian of the command personnel record group of the ratee	4-2	
5	An AFRes officer not on extended active duty	No	Thru channels to the custodian of the command personnel record group of the ratee (note 2)			
6		Yes	To the custodian of the unit personnel record group of the ratee	To the custodian of the command personnel record group of the ratee	4-3	
		No				

Notes:

1. If the ratee is an officer on extended active duty who is assigned to duty with an agency or an organization outside the Department of the Air Force, go to paragraph 4-1c.
2. If the ratee is an AFRes officer not on extended active duty assigned to CAC, the final mandatory indorsing official will send the triplicate of the report prepared on colonels to the appropriate gaining command (see rule 3, table 4-3).

APPENDIX C: FIELD TEST CHECKLIST

FIELD TEST CHECK LIST

CHECK

I. Reporting Official: [See Table 5.1, Field Test Draft of AFM 36-10]

- _____ a. Check ratee identification information furnished by CBPO for accuracy.
- _____ b. If inaccurate, correct identification information.
- _____ c. Complete Section I, AF Form YY.
- _____ d. Give entire package to ratee.

II. Ratee:

- _____ a. Read field test draft of AFM 36-10.
- _____ b. Read Section I of programmed text.
- _____ c. Write draft of job objectives and clip to AF Form YY.
- _____ d. Complete enclosed questionnaire, place in legal envelope provided and seal envelope.
- _____ e. Return package to reporting official.

III. Reporting Official:

- _____ a. Read Sections I and II of the programmed text and field test draft of AFM 36-10.
- _____ b. Review job objectives for adequacy.
- _____ c. Discuss proposed changes in job objectives with ratee, if necessary.
- _____ d. Complete Section III, AF Form YY.
- _____ e. Execute performance ratings on at least 6 of 9 factors in Section II.
- _____ f. Select 3 factors ratee is best qualified to perform.
- _____ g. Rank order factors selected in f, place the number corresponding with the best factor in box 1, next best in box 2, and third best in box 3.
- _____ h. Check form to be sure any factors rated other than "Meets Standards," "Not Relevant," or "Not Observed" are adequately supported with specific examples of performance. (Re: Programmed Text, Section II)
- _____ i. Check form to be sure there is one and only one "x" recorded with black ink or typewritten for every factor.
- _____ j. Complete Section IV, if desired. Response to question in Section IV should be marked "Yes".
- _____ k. Complete Section V, sign, and date form.
- _____ l. Place an "x" in the Rating Official box if at least one grade higher than ratee and complete AF Form YX. (Go to Paragraph V.)
- _____ m. If not at least one grade higher than ratee, check appropriate box, complete questionnaire, place in legal envelope provided, seal envelope, reassemble package, and send to indorsing official defined in field test draft of AFM 36-10.

IV. Indorsing Official: [See Table 5.9, Field Test Draft of AFM 36-10]

- _____ a. Read programmed text and field test draft of AFM 36-10.
- _____ b. Review AF Form YY for accuracy and adequacy.
- _____ c. If administrative errors are present, contact reporting official and correct.
- _____ d. Indicate "Concurrence" or "Non-concurrence," and justify "Non-concurrence" in Section VI, "Comments."
- _____ e. **Do not** return AF Form YY to reporting official for re-execution.
- _____ f. Complete identification information in Section VI, date and sign form.
- _____ g. If a general officer is the indorsing official, go to Paragraph VIII.
- _____ h. If reporting official is same grade or lower than that of ratee, go to Paragraph V.
- _____ i. If reporting official is at least one grade higher than ratee, go to Paragraph VI.

V. Rating Official: [See Table 5.3, Field Test Draft of AFM 36-10]

- _____ a. Read field test draft of AFM 36-10 and programmed text, if not accomplished above.
- _____ b. Review AF Form YY for information.
- _____ c. Complete Section I of AF Form XX.
- _____ d. Indicate relationship with ratee in Section II.
- _____ e. Place an "x" in the appropriate "Overall Performance Evaluation" box.
- _____ f. Complete "Comments" block, if it will make the evaluation more meaningful. Comments may be printed in black ink or typewritten.
- _____ g. Place an "x" in the appropriate "Promotion Recommendation" box.
- _____ h. In Section IV, check appropriate box identifying other function of rating official.
- _____ i. Complete rating official identification information in Section IV, sign and date form.
- _____ j. Seal form in legal envelope provided.
- _____ k. Enter name, grade and SSAN of ratee and rating official on face of envelope.
- _____ l. Sign across sealed flap of envelope.
- _____ m. Complete questionnaire, place in legal envelope provided, and seal envelope.
- _____ n. If a general officer is the rating official, go to Paragraph VIII.
- _____ o. Reassemble package and forward to next rating official defined in field test draft of AFM 36-10.

CHECK

VI. Rating Official:

- _____ a. Read field test draft of AFM 36-10 and programmed text, if not accomplished above.
- _____ b. Review AF Form YY for information.
- _____ c. Complete Section I of AF Form XX.
- _____ d. Indicate relationship with ratee in Section II.
- _____ e. Place an "x" in the appropriate "Overall Performance Evaluation" box.
- _____ f. Complete "Comments" block, if it will make the evaluation more meaningful. Comments may be printed in black ink or typewritten.
- _____ g. Place an "x" in the appropriate "Promotion Recommendation" box.
- _____ h. In Section IV, check appropriate box identifying other function of rating official.
- _____ i. Complete rating official identification information in Section IV, sign and date form.
- _____ j. Seal form in legal envelope provided.
- _____ k. Enter name, grade, and SSAN of ratee and rating official on face of envelope.
- _____ l. Sign across sealed flap of envelope.
- _____ m. Complete questionnaire, place in legal envelope provided, and seal envelope.
- _____ n. If a general officer is the rating official, go to Paragraph VIII.
- _____ o. Reassemble package and forward to reviewing official, as per field test draft of AFM 36-10.

VII. Reviewing Official: [See Table 5.10, Field Test Draft of AFM 36-10]

- _____ a. Read programmed text and field test draft of AFM 36-10.
- _____ b. Open both envelopes containing AF Forms XX.
- _____ c. Review AF Form YY.
- _____ d. Review each AF Form XX with respect to information contained in AF Form YY.
- _____ e. Indicate "Concurrence" or "Non-concurrence" on each AF Form XX.
- _____ f. If "Non-concurrence" on both AF Forms XX, indicate with an "x" in the appropriate box that an additional AF Form XX is completed, then execute additional AF Form XX.
- _____ g. Even if reviewing official does not non-concur on both AF Forms XX, additional AF Form XX may be completed if desired.
- _____ h. Complete identification information in Section V, sign and date form.
- _____ i. Seal all complete AF Forms XX in window envelope with Section I visible through the window.
- _____ j. Complete questionnaire, place in legal envelope provided, and seal envelope.
- _____ k. Reassemble package and return to CBPO.

VIII. General Officer:

- _____ a. If a first rating official, no further review is necessary. Reassemble package and return to CBPO.
- _____ b. If a second rating official, assume the role of a reviewing official.
 - _____ (1) Open and review the AF Form XX completed by the first rating official.
 - _____ (2) Indicate "Concurrence" or "Non-concurrence" on AF Form XX.
 - _____ (3) If non-concurring in AF Form XX, indicate with an "x" in the appropriate box that an additional AF Form XX is completed, then execute additional AF Form XX.
 - _____ (4) Even if reviewing official does not non-concur on AF Form XX, an additional AF Form XX may be completed.
 - _____ (5) Complete identification information in Section V, sign and date form.
 - _____ (6) Seal all complete AF Forms XX in window envelope with Section I visible through window.
 - _____ (7) Complete questionnaire, place in legal envelope provided, and seal envelope.
 - _____ (8) Reassemble package and return to CBPO.

APPENDIX D: FIELD TEST OPINION SURVEY, ***

*The first four sample categories, component, ethnic background, aero ratings, and sex were obtained from the uniform officer record (UOR). Civilian records are not maintained on the UOR, and 13 officers who participated in the field test did not match the UOR. Therefore, N's differ between those categories and the other two. The number of cases varies by item as a joint function of non-response, civilian raters, and officers whose records could not be found in the UOR.

**AFM 36-10 was revised to "fit" the modified OER system as field tested. One copy was included in each OER shell for the field test. Reference is made to the field test version of AFM 36-10 throughout Appendix D. Copies of the field test version of AFM 36-10 are not available.

1. How do you like the proposed sytem as a whole?

1. I like it.
2. It seems acceptable.
3. I don't like it.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,218	27	57	15
Reserve	419	27	53	11
Total	1,637	30	56	14
Ethnic Background				
Caucasian	1,586	30	56	15
Non-Caucasian	51	29	65	6
Total	1,637	30	56	14
Aero Rating				
Any Rating	989	27	58	15
Non-rated	648	33	54	13
Total	1,637	30	56	14
Sex				
Male	1,560	29	57	14
Female	77	38	49	13
Total	1,637	39	56	14
Grade**				
2d Lieutenant	64	41	53	6
1st Lieutenant	98	40	51	9
Captain	279	39	50	10
Major	315	27	60	13
Lt Colonel	427	24	58	18
Colonel	403	26	59	15
General	64	31	50	19
Civilian	94	45	52	3
Total	1,744	30	56	14
Duty Group**				
0011-0086	201	23	56	20
1021-2124	442	28	57	15
2511-3096	430	33	59	8
8811-9956	201	30	54	16
Other	470	34	54	13
Total	1,744	30	56	14

*Significant $p < .05$.

**Significant $p < .01$.

2. How well will the proposed system work?

1. Better than the current one.
2. About as well as the current one.
3. Not as well as the current one.

	N	Percentage of Officer Selecting Alternatives		
		1	2	3
Component**				
Regular	1,207	43	50	7
Reserve	414	54	42	4
Total	1,621	46	48	6
Ethnic Background				
Caucasian	1,571	46	48	6
Non-Caucasian	50	40	56	4
Total	1,621	46	48	6
Aero Rating*				
Any Rating	980	43	50	6
Non-rated	641	50	44	6
Total	1,621	46	48	6
Sex				
Male	1,546	46	48	6
Female	75	51	44	5
Total	1,621	46	48	6
Grade**				
2d Lieutenant	63	51	49	0
1st Lieutenant	96	57	40	3
Captain	275	57	40	4
Major	308	45	49	6
Lt Colonel	427	39	54	7
Colonel	401	43	50	7
General	64	48	39	13
Civilian	94	56	42	1
Total	1,728	47	48	6
Duty Group*				
0011-0086	199	38	55	7
1021-2124	437	46	49	5
2511-3096	428	49	47	3
8811-9956	198	43	47	10
Other	466	50	44	6
Total	1,728	47	48	6

*Significant $p < .05$.

**Significant $p < .01$.

3. Do you think that any rating system would be made to work properly in the Air Force?

1. Yes
2. No

	N	Percentage of Officers Selecting Alternatives	
		1	2
Component			
Regular	1,194	69	31
Reserve	407	65	35
Total	1,601	68	32
Ethnic Background			
Caucasian	1,552	68	32
Non-Caucasian	49	65	35
Total	1,601	68	32
Aero Rating			
Any Rating	969	70	30
Non-rated	632	66	34
Total	1,601	68	32
Sex			
Male	1,530	68	32
Female	71	66	34
Total	1,601	68	32
Grade			
2d Lieutenant	63	70	30
1st Lieutenant	94	61	39
Captain	272	67	33
Major	307	65	35
Lt Colonel	415	63	37
Colonel	398	74	26
General	65	89	11
Civilian	89	69	31
Total	1,703	68	32
Duty Group			
0011-0086	196	70	30
1021-2124	432	64	36
2511-3096	421	72	29
8811-9956	193	64	36
Other	461	70	30
Total	1,703	68	32

*Significant $p < .05$.

**Significant $p < .01$.

4. How much time will be required for completion of evaluations under the proposed system?

1. After familiarization, about as much time as for the current system.
2. After familiarization, probably less time than for the current system.
3. After familiarization, probably more time than for the current system.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,221	36	35	29
Reserve	410	37	36	27
Total	1,631	36	35	28
Ethnic Background				
Caucasian	1,580	37	35	28
Non-Caucasian	51	27	47	26
Total	1,631	36	35	28
Aero Rating*				
Any Rating	991	36	38	26
Non-rated	640	37	32	31
Total	1,631	36	35	28
Sex*				
Male	1,556	37	35	29
Female	75	33	49	17
Total	1,631	36	35	28
Grade				
2d Lieutenant	60	38	23	38
1st Lieutenant	97	45	32	23
Captain	275	36	37	27
Major	313	36	39	25
Lt Colonel	429	36	36	28
Colonel	404	34	35	31
General	66	41	23	36
Civilian	94	43	39	18
Total	1,738	37	36	28
Duty Group				
0011-0086	200	39	33	29
1021-2124	442	33	40	27
2511-3096	430	38	37	25
8811-9956	196	37	36	27
Other	470	38	31	31
Total	1,738	37	36	28

*Significant $p < .05$.

**Significant $p < .01$.

5. What is your attitude toward a closed evaluation of potential (the evaluation would be available *only* to reviewers and members of promotion boards, and *never* available to the ratee, career counselors, major commands, researchers, or anyone else).

1. Favorable
2. Acceptable
3. Unfavorable
4. Inalterably opposed

	N	Percentage of Officers Selecting Alternatives			
		1	2	3	4
Component**					
Regular	1,222	27	16	37	20
Reserve	416	14	11	44	31
Total	1,638	24	15	39	23
Ethnic Background					
Caucasian	1,587	24	15	39	23
Non-Caucasian	51	14	18	39	29
Total	1,638	24	15	39	23
Aero Rating**					
Any Rating	993	26	17	36	21
Non-rated	645	19	11	43	27
Total	1,638	24	15	39	23
Sex					
Male	1,564	24	15	38	23
Female	74	12	12	49	27
Total	1,638	24	15	39	23
Grade**					
2d Lieutenant	64	8	6	52	34
1st Lieutenant	98	9	21	45	24
Captain	279	17	10	38	34
Major	312	14	10	46	30
Lt Colonel	427	20	17	40	23
Colonel	405	40	18	31	11
General	66	58	18	18	6
Civilian	93	28	26	42	4
Total	1,744	24	15	39	22
Duty Group**					
0011-0086	200	37	19	39	15
1021-2124	443	15	15	43	27
2511-3096	432	25	16	41	18
8811-9956	199	15	15	42	28
Other	470	29	13	35	23
Total	1,744	24	15	39	22

*Significant $p < .05$.

**Significant $p < .01$.

6. For a closed system, beginning with what grade should ratings become closed?

1. 2d Lt
2. 1st Lt
3. Capt
4. Maj
5. Lt Col
6. Temp. Col

	N	Percentage of Officers Selecting Alternatives					
		1	2	3	4	5	6
Component							
Regular	1,099	20	2	16	24	10	28
Reserve	362	18	4	12	22	12	32
Total	1,461	20	3	15	24	11	28
Ethnic Background							
Caucasian	1,413	20	3	15	24	11	28
Non-Caucasian	48	8	4	17	15	13	44
Total	1,461	20	3	15	24	11	28
Aero Rating							
Any Rating	894	20	3	16	24	11	27
Non-rated	567	19	3	14	23	10	31
Total	1,461	20	3	15	24	11	28
Sex							
Male	1,394	19	3	15	24	11	28
Female	67	25	3	12	24	7	28
Total	1,461	20	3	15	24	11	28
Grade**							
2d Lieutenant	52	19	0	12	27	17	25
1st Lieutenant	86	17	3	15	21	9	34
Captain	243	17	6	12	21	14	30
Major	273	19	3	11	19	11	37
Lt Colonel	383	21	3	17	22	7	30
Colonel	376	21	2	17	28	12	20
General	61	21	0	20	34	8	16
Civilian	84	25	2	21	27	12	12
Total	1,558	20	3	15	24	11	27
Duty Group							
0011-0086	187	19	1	18	30	11	21
1021-2124	391	18	3	12	22	12	33
2511-3096	380	20	3	19	22	10	24
8811-9956	172	26	2	10	23	9	30
Other	428	20	3	16	24	11	27
Total	1,558	20	3	15	24	11	27

*Significant $p < .05$.

**Significant $p < .01$.

7. On the average, a closed system would tend to allow:

1. More objective ratings
2. Less objective ratings
3. Ratings not particularly different from those under a non-closed system

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,200	53	12	35
Reserve	409	39	21	40
Total	1,609	49	14	36
Ethnic Background**				
Caucasian	1,558	50	14	36
Non-Caucasian	51	35	29	35
Total	1,609	49	14	36
Aero Rating**				
Any Rating	973	53	12	35
Non-rated	636	44	18	38
Total	1,609	49	14	36
Sex*				
Male	1,534	50	14	36
Female	75	37	24	39
Total	1,609	49	14	36
Grade**				
2d Lieutenant	64	33	19	48
1st Lieutenant	94	41	18	40
Captain	274	38	19	43
Major	308	43	16	41
Lt Colonel	419	47	15	38
Colonel	397	63	10	27
General	66	82	2	17
Civilian	94	47	11	43
Total	1,716	49	14	37
Duty Group**				
0011-0086	197	59	10	31
1021-2124	437	41	16	43
2511-3096	425	48	11	40
8811-9956	196	40	26	34
Other	461	56	12	32
Total	1,716	49	14	37

*Significant $p < .05$.

**Significant $p < .01$.

8. Do you think that a closed system, as defined above, would *really* be closed?

1. Probably
2. Probably not
3. Can't Predict

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,220	20	58	22
Reserve	413	13	53	34
Total	1,633	18	56	25
Ethnic Background				
Caucasian	1,582	18	56	25
Non-Caucasian	51	8	67	25
Total	1,633	18	56	25
Aero Rating*				
Any Rating	992	20	57	23
Non-rated	641	15	56	29
Total	1,633	18	56	25
Sex				
Male	1,558	19	56	25
Female	75	9	60	31
Total	1,633	18	56	25
Grade**				
2d Lieutenant	64	9	63	28
1st Lieutenant	96	14	47	40
Captain	277	15	55	30
Major	312	12	63	26
Lt Colonel	426	15	62	22
Colonel	404	25	53	22
General	67	49	22	28
Civilian	94	17	55	28
Total	1,740	18	56	26
Duty Group**				
0011-0086	199	22	63	15
1021-2124	443	13	59	28
2511-3096	430	18	60	22
8811-9956	198	13	54	33
Other	470	23	49	28
Total	1,740	18	56	26

*Significant $p < .05$.

**Significant $p < .01$.

9. In the current system, you know your individual evaluations, but don't have a direction indication of how they stand with respect to those of your contemporaries. Is it appropriate to provide for feedback which does advise you directly of how your evaluations compare, on the average, with those of your contemporaries? (AFM 36-10, para 2-12b)

1. Yes
2. No
3. No Opinion

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,224	88	9	3
Reserve	417	94	1	5
Total	1,641	90	7	4
Ethnic Background				
Caucasian	1,590	89	7	3
Non-Caucasian	51	92	2	6
Total	1,641	90	7	4
Aero Rating*				
Any Rating	993	89	8	3
Non-rated	648	90	5	4
Total	1,641	90	7	4
Sex**				
Male	1,564	90	8	3
Female	77	83	6	10
Total	1,641	90	7	4
Grade**				
2d Lieutenant	64	92	2	6
1st Lieutenant	98	93	2	5
Captain	280	98	1	1
Major	314	91	6	3
Lt Colonel	427	87	8	5
Colonel	405	87	10	3
General	66	76	20	5
Civilian	89	90	2	8
Total	1,743	90	7	4
Duty Group**				
0011 - 0086	201	89	10	1
1021 - 2124	442	94	3	3
2511 - 3096	429	90	6	4
8811 - 9956	201	84	6	10
Other	470	88	9	3
Total	1,743	90	7	4

*Significant $p < .05$.

**Significant $p < .01$.

10. Rater History: Should the rater and reviewer be kept informed as to how the rater has rated in the past? (AFM 36-10, para, 2-12 a[1])

1. Yes, as this information should provide a favorable perspective for maintaining objective ratings
2. Yes, for other reasons
3. No, as this information would probably introduce a false perspective
4. No, for other reasons
5. No opinion
6. Both 1 and 2
7. Both 3 and 4

	N	Percentage of Officers Selecting Alternatives						
		1	2	3	4	5	6	7
Component								
Regular	1,210	44	6	17	5	3	21	4
Reserve	411	48	6	17	3	3	18	5
Total	1,621	45	6	17	4	3	20	4
Ethnic Background								
Caucasian	1,570	45	6	17	5	3	20	4
Non-Caucasian	51	43	10	22	2	0	20	4
Total	1,621	45	6	17	4	3	20	4
Aero Rating								
Any Rating	979	45	5	17	5	3	21	4
Non-rated	642	46	7	17	4	3	19	5
Total	1,621	45	6	17	4	3	20	4
Sex								
Male	1,546	46	6	17	4	3	20	4
Female	75	36	7	19	7	3	20	9
Total	1,621	45	6	17	4	3	20	4
Grade**								
2d Lieutenant	62	37	3	19	6	5	21	8
1st Lieutenant	96	36	6	29	2	5	17	4
Captain	277	50	4	15	3	1	22	5
Major	311	44	7	17	4	4	21	4
Lt Colonel	422	43	6	19	5	4	18	5
Colonel	399	46	6	15	7	3	21	4
General	66	56	3	14	5	2	20	2
Civilian	92	55	4	10	2	10	14	4
Total	1,725	46	6	17	4	4	20	4
Duty Group								
0011-0086	195	48	7	13	5	4	19	4
1021-2124	438	43	4	21	3	4	20	4
2511-3096	425	47	7	13	5	4	21	3
8811-9956	198	46	5	17	3	5	18	7
Other	469	46	6	18	5	2	19	4
Total	1,725	46	6	17	4	4	20	4

*Significant $p < .05$.

**Significant $p < .01$.

11. Rater Letter: Should raters be provided with some information as to how ratings they have rendered compare, on the average, with those rendered by all raters? (AFM 36-10, para 1-12 a[2])

1. Yes, as this information should provide a favorable perspective for maintaining objective ratings.
2. Yes, for other reasons.
3. No, as this information would probably introduce a false perspective.
4. No, for other reasons.
5. No opinion
6. Both 1 and 2
7. Both 3 and 4

	N	Percentage of Officers Selecting Alternatives						
		1	2	3	4	5	6	7
Component								
Regular	1,213	58	6	9	3	2	20	2
Reserve	416	58	5	12	2	3	19	1
Total	1,629	58	6	10	3	2	19	2
Ethnic Background								
Caucasian	1,578	50	6	10	3	2	19	2
Non-Caucasian	51	53	10	6	4	0	24	4
Total	1,629	58	6	10	3	2	19	2
Aero Rating								
Any Rating	984	59	5	10	3	2	19	2
Non-rated	645	58	7	10	2	2	20	1
Total	1,629	58	6	10	3	2	19	2
Sex*								
Male	1,553	59	6	10	2	2	19	2
Female	76	45	7	14	7	5	18	4
Total	1,629	58	6	10	3	2	19	2
Grade**								
2d Lieutenant	63	52	6	19	3	3	13	3
1st Lieutenant	98	53	8	15	2	3	17	1
Captain	278	62	4	7	2	1	23	1
Major	315	60	6	10	2	3	17	2
Lt Colonel	421	55	7	10	4	1	19	3
Colonel	400	60	5	9	3	2	19	2
General	67	61	1	9	3	0	22	3
Civilian	93	60	4	9	1	10	14	2
Total	1,735	58	6	10	3	2	19	2
Duty Group								
0011-0086	197	60	4	8	3	3	21	2
1021-2124	441	58	6	10	2	2	19	2
2511-3096	426	58	8	7	3	3	19	2
8811-9956	200	56	5	11	2	4	20	2
Other	471	59	5	13	4	1	17	2
Total	1,735	58	6	10	3	2	19	2

*Significant $p < .05$.

**Significant $p < .01$.

12. Are there aspects of the proposed evaluation system which would appear to promote racial bias?

1. Yes
2. No
3. Hard to say

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,221	3	78	19
Reserve	414	4	70	26
Total	1,635	3	76	21
Ethnic Background**				
Caucasian	1,584	3	77	20
Non-Caucasian	51	16	41	43
Total	1,635	3	76	21
Aero Rating**				
Any Rating	990	2	79	19
Non-rated	645	5	72	23
Total	1,635	3	76	21
Sex*				
Male	1,559	3	77	20
Female	76	4	63	33
Total	1,635	3	76	21
Grade*				
2d Lieutenant	62	3	65	32
1st Lieutenant	98	3	69	28
Captain	278	4	73	23
Major	313	5	75	20
Lt Colonel	428	4	79	17
Colonel	403	1	77	21
General	66	5	83	12
Civilian	94	1	79	20
Total	1,742	3	76	21
Duty Group*				
0011-0086	200	3	78	20
1921-2124	441	2	77	21
2511-3096	430	3	81	15
8811-9956	200	5	68	28
Other	471	3	74	22
Total	1,742	3	76	21

*Significant $p < .05$.

**Significant $p < .01$.

13. Are there aspects of the proposed evaluation system which would appear to promote sex bias?

1. Yes
2. No
3. Hard to say

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,221	2	81	17
Reserve	417	4	71	24
Total	1,638	3	79	19
Ethnic Background**				
Caucasian	1,587	3	80	18
Non-Caucasian	51	10	45	45
Total	1,638	3	79	19
Aero Rating				
Any Rating	991	2	82	16
Non-rated	647	5	73	22
Total	1,638	3	79	19
Sex**				
Male	1,561	3	79	18
Female	77	6	60	34
Total	1,638	3	79	19
Grade				
2d Lieutenant	63	3	63	33
1st Lieutenant	98	4	76	20
Captain	279	3	77	20
Major	315	4	78	18
Lt Colonel	428	3	82	15
Colonel	402	1	79	20
General	66	3	85	12
Civilian	94	2	81	17
Total	1,745	3	79	19
Duty Group**				
0011-0086	199	2	81	17
1021-2124	443	2	81	16
2511-3096	431	3	83	14
8811-9956	201	5	67	26
Other	471	2	76	22
Total	1,745	3	79	19

*Significant $p < .05$.

**Significant $p < .01$.

14. To what extent does your AFSC and duty title identify or describe your job outside your utilization field? (AFM 36-10, para 6-3)

1. Hardly at all
2. Only very generally
3. To a moderate degree
4. Quite specifically
5. Don't know

	N	Percentage of Officers Selecting Alternatives				
		1	2	3	4	5
Component*						
Regular	1,220	16	35	26	20	2
Reserve	416	18	37	21	19	5
Total	1,636	17	35	25	20	3
Ethnic Background						
Caucasian	1,585	17	35	25	20	3
Non-Caucasian	51	14	29	33	18	6
Total	1,636	17	35	25	20	3
Aero Rating						
Any Rating	989	15	35	27	20	3
Non-rated	647	19	36	23	20	2
Total	1,636	17	35	25	20	3
Sex						
Male	1,559	17	35	25	20	3
Female	77	13	32	23	25	6
Total	1,636	17	35	25	20	3
Grade**						
2d Lieutenant	64	13	44	20	19	5
1st Lieutenant	98	17	39	14	24	5
Captain	278	22	34	23	18	3
Major	312	19	40	21	17	3
Lt Colonel	429	15	35	28	20	2
Colonel	403	13	32	30	22	2
General	63	13	30	19	33	5
Civilian	87	11	33	25	22	8
Total	1,734	16	35	25	20	3
Duty Group**						
0011-0086	199	16	26	31	27	1
1021-2124	442	17	38	22	21	3
2511-3096	424	21	38	28	10	4
8811-9956	200	14	29	21	32	5
Other	469	13	37	25	22	3
Total	1,734	16	35	25	20	3

*Significant $p < .05$.

**Significant $p < .01$.

15. Will the proposed performance form with performance standards (behavioral expectations) improve reporting official/ratee job counseling? (AFM 36-10, para 2-11 and 6-2)

1. Probably
2. Probably not
3. Can't predict

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,224	47	28	24
Reserve	417	52	18	30
Total	1,641	48	26	26
Ethnic Background				
Caucasian	1,590	48	26	25
Non-Caucasian	51	55	12	33
Total	1,641	48	26	26
Aero Rating**				
Any Rating	993	46	30	24
Non-rated	648	52	20	29
Total	1,641	48	26	26
Sex				
Male	1,564	48	26	25
Female	77	53	16	31
Total	1,641	48	26	26
Grade**				
2d Lieutenant	64	53	6	41
1st Lieutenant	98	53	18	29
Captain	279	58	18	24
Major	314	48	23	29
Lt Colonel	430	46	32	22
Colonel	402	43	31	27
General	67	45	36	19
Civilian	94	73	11	16
Total	1,748	50	25	25
Duty Group**				
0011-0086	200	40	37	24
1021-2124	444	50	24	26
2511-3096	432	57	22	21
8811-9956	200	41	20	40
Other	472	51	26	23
Total	1,748	50	25	25

*Significant $p < .05$.

**Significant $p < .01$.

16. Will the proposed performance form with performance standards (behavioral expectations) improve AFMPC career counseling? (AFM 36-10, para 2-11 and 6-2)

1. Probably
2. Probably not
3. Can't predict

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,222	29	30	40
Reserve	417	36	20	44
Total	1,639	31	28	41
Ethnic Background				
Caucasian	1,588	31	28	41
Non-Caucasian	51	39	20	41
Total	1,639	31	28	41
Aero Rating**				
Any Rating	991	31	31	38
Non-rated	648	31	22	47
Total	1,639	31	28	41
Sex				
Male	1,563	31	28	41
Female	76	39	18	42
Total	1,639	31	28	41
Grade**				
2d Lieutenant	64	38	9	53
1st Lieutenant	98	43	14	43
Captain	279	35	22	43
Major	315	30	27	43
Lt Colonel	428	28	33	38
Colonel	401	27	31	41
General	67	34	30	36
Civilian	94	43	16	41
Total	1,746	32	27	41
Duty Group*				
0011-0086	199	27	37	36
1021-2124	443	35	26	40
2511-3096	432	31	27	43
8811-9956	200	31	22	48
Other	472	32	26	42
Total	1,746	32	27	41

*Significant $p < .05$.

**Significant $p < .01$.

17. Will information provided by the proposed performance form improve assignment actions? (AFM 36-10, para 2-9, 10)

1. Probably
2. Probably not
3. Can't predict

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,221	19	49	32
Reserve	416	24	35	42
Total	1,637	20	46	35
Ethnic Background*				
Caucasian	1,586	19	46	34
Non-Caucasian	51	33	27	39
Total	1,637	20	46	35
Aero Rating**				
Any Rating	991	19	50	31
Non-rated	646	21	39	40
Total	1,637	20	46	35
Sex				
Male	1,561	20	46	34
Female	76	24	37	39
Total	1,637	20	46	35
Grade**				
2d Lieutenant	64	23	22	55
1st Lieutenant	98	28	31	42
Captain	277	21	39	40
Major	313	18	46	36
Lt Colonel	430	18	51	30
Colonel	402	18	51	32
General	66	32	45	23
Civilian	94	21	32	47
Total	1,744	20	45	35
Duty Group**				
0011 0086	199	15	56	30
1021 2124	442	17	46	37
2511 3096	432	19	48	34
8811 9956	201	24	34	42
Other	470	24	41	35
Total	1,744	20	45	35

* Significant $p < .05$.

** Significant $p < .01$.

18. With respect to performance standards,

1. Given a choice between current and proposed system, I prefer the current system where performance is evaluated by comparing officer against others of the same grade.
2. I prefer the proposed system, where performance is evaluated by comparing an officer's performance against specified performance standards.
3. It seems to me that for practical purposes the above alternatives amount to about the same thing.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,220	22	47	31
Reserve	411	13	61	26
Total	1,631	20	51	29
Ethnic Background				
Caucasian	1,580	20	51	29
Non-Caucasian	51	22	49	29
Total	1,631	20	51	29
Aero Rating*				
Any Rating	989	22	48	30
Non-rated	642	17	55	29
Total	1,631	20	51	29
Sex				
Male	1,555	20	50	30
Female	76	16	59	25
Total	1,631	20	51	29
Grade**				
2d Lieutenant	62	10	55	35
1st Lieutenant	96	14	67	20
Captain	279	14	60	26
Major	314	16	56	28
Lt Colonel	426	26	45	29
Colonel	400	23	43	34
General	67	24	39	37
Civilian	93	8	70	23
Total	1,737	19	52	29
Duty Group				
0011-0086	199	25	41	34
1021-2124	440	20	54	26
2511-3096	428	16	54	30
8811-9956	199	20	51	30
Other	471	19	52	29
Total	1,737	19	52	29

*Significant $p < .05$.

**Significant $p < .01$.

19. Do the performance standards used seem adequate for Air Force wide use?

1. No, the standards aren't suitable for use in any part of the Air Force.
2. Yes, but some career areas need their own sets of standards.
3. Yes, the standards seem quite adequate.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,208	5	51	44
Reserve	416	3	63	34
Total	1,624	5	54	41
Ethnic Background				
Caucasian	1,573	5	54	41
Non-Caucasian	51	2	63	35
Total	1,624	5	54	41
Aero Rating				
Any Rating	981	5	53	42
Non-rated	643	4	56	40
Total	1,624	5	54	41
Sex				
Male	1,547	5	54	41
Female	77	3	62	35
Total	1,624	5	54	41
Grade**				
2d Lieutenant	64	2	72	27
1st Lieutenant	98	3	69	28
Captain	278	1	56	42
Major	308	4	55	42
Lt Colonel	424	6	54	40
Colonel	399	7	48	45
General	66	6	36	58
Civilian	92	3	49	48
Total	1,729	5	54	42
Duty Group**				
0011-0086	198	7	48	45
1021-2124	439	4	62	35
2511-3096	424	4	49	47
8811-9956	201	2	69	29
Other	467	6	46	47
Total	1,729	5	54	42

*Significant $p < .05$.

**Significant $p < .01$.

20. Do the performance factors used seem adequate for AF-wide use (bearing in mind that personal characteristics such as military bearing, leadership qualities, and initiative are to be addressed in the comments section)? (AFM 36-10, para 2-9 and 6-2)

1. No, the factors aren't suitable for use in any part of the Air Force.
2. Yes, but some career areas need their own sets of factors.
3. Yes, the factors seem quite adequate.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,214	4	48	48
Reserve	415	3	57	40
Total	1,629	4	50	46
Ethnic Background				
Caucasian	1,578	3	51	46
Non-Caucasian	51	4	47	49
Total	1,629	4	50	46
Aero Rating				
Any Rating	987	4	50	47
Non-rated	641	3	52	45
Total	1,629	4	50	46
Sex				
Male	1,552	3	50	47
Female	77	4	58	38
Total	1,629	4	50	46
Grade**				
2d Lieutenant	64	3	72	25
1st Lieutenant	98	3	58	39
Captain	276	0	53	47
Major	309	4	48	49
Lt Colonel	429	4	49	47
Colonel	401	5	48	47
General	65	6	37	57
Civilian	92	1	49	50
Total	1,734	3	50	47
Duty Group**				
0011-0086	199	6	48	46
1021-2124	443	2	55	43
2511-3096	426	3	46	51
8811-9956	199	2	64	34
Other	467	5	44	51
Total	1,734	3	50	47

*Significant $p < .05$.

**Significant $p < .01$.

21. Ranking of Performance Factors: (AFM 36-10, para 6-2b)

1. This seems like an excellent method of delineating an officer's strengths.
2. This will probably have the effect of confusing the officer's performance record.
3. Actually, I can't decide whether factor ranking is good or bad.

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component*				
Regular	1,205	47	20	33
Reserve	411	51	14	35
Total	1,616	48	18	34
Ethnic Background				
Caucasian	1,565	48	18	34
Non-Caucasian	51	53	14	33
Total	1,616	48	18	34
Aero Rating				
Any Rating	977	47	19	35
Non-rated	636	51	17	32
Total	1,616	48	18	34
Sex				
Male	1,541	48	18	33
Female	75	47	12	41
Total	1,616	48	18	34
Grade				
2d Lieutenant	63	54	10	37
1st Lieutenant	95	52	13	36
Captain	275	53	17	30
Major	310	45	18	37
Lt Colonel	420	45	20	35
Colonel	401	48	19	32
General	65	62	18	20
Civilian	92	55	12	33
Total	1,721	49	18	33
Duty Group**				
0011-0086	200	43	23	34
1021-2124	434	47	17	36
2511-3096	425	52	16	32
8811-9956	199	39	20	41
Other	463	55	17	29
Total	1,721	49	18	33

*Significant $p < .05$.

**Significant $p < .01$.

22. Who, in your opinion, is likely to render the most "valid" rating?

1. Reporting official (AFM 36-10, para 3-2)
2. Indorsing official (AFM 36-10, para 3-3a)
3. Additional indorsing official (AFM 36-10, para 3-3b)
4. Reviewing official (AFM 36-10, para 3-4)
5. Depending on the particular situation, any or all of the above.

	N	Percentage of Officers Selecting Alternatives				
		1	2	3	4	5
Component						
Regular	1,217	47	6	0	2	45
Reserve	415	48	4	0	1	47
Total	1,632	47	5	0	2	46
Ethnic Background						
Caucasian	1,581	47	6	0	2	46
Non-Caucasian	51	53	0	0	2	45
Total	1,632	47	5	0	2	46
Aero Rating						
Any Rating	987	47	6	0	2	45
Non-rated	645	48	4	0	1	46
Total	1,632	47	5	0	2	46
Sex						
Male	1,555	47	5	0	2	45
Female	77	44	4	0	1	51
Total	1,632	47	5	0	2	46
Grade*						
2d Lieutenant	62	53	3	0	2	42
1st Lieutenant	98	52	5	0	1	42
Captain	277	50	5	0	0	45
Major	313	50	3	1	1	45
Lt Colonel	428	49	6	0	2	43
Colonel	402	41	7	0	2	49
General	65	35	6	0	3	55
Civilian	93	63	2	0	0	34
Total	1,738	48	5	0	2	45
Duty Group*						
0011-0086	200	43	8	0	3	48
1021-2124	439	49	5	0	1	45
2511-3096	200	39	5	1	1	41
8811-9956	200	39	5	1	1	55
Other	468	50	4	0	2	44
Total	1,738	48	5	0	2	45

*Significant $p < .05$.

**Significant $p < .01$.

23. In the proposed system, promotion recommendations are independently accomplished by raters. How large a difference may be tolerated between two ratings before the difference may be regarded as significant enough to call for some special action; for example, resolution or comment by the reviewer?

1. No blocks
2. One block
3. Two block
4. Three blocks
5. Four blocks
6. Any size difference may be tolerated

	N	Percentage of Officers Selecting Alternatives					
		1	2	3	4	5	6
Component**							
Regular	1,210	3	31	49	9	0	8
Reserve	410	4	26	53	10	1	7
Total	1,620	3	29	50	9	0	8
Ethnic Background							
Caucasian	1,569	3	29	50	9	1	8
Non-Caucasian	51	2	39	43	12	0	4
Total	1,620	3	29	50	9	0	8
Aero Rating							
Any Rating	983	3	30	50	8	0	7
Non-rated	637	3	28	50	10	1	8
Total	1,620	3	29	50	9	0	8
Sex							
Male	1,547	3	30	50	9	0	8
Female	73	4	22	48	16	1	8
Total	1,620	3	29	50	9	0	8
Grade**							
2d Lieutenant	63	8	17	59	10	2	5
1st Lieutenant	96	4	29	45	14	1	7
Captain	277	2	27	54	10	1	7
Major	309	5	32	49	8	1	6
Lt Colonel	425	4	34	46	8	0	8
Colonel	399	2	27	53	9	0	10
General	63	0	32	46	10	0	13
Civilian	93	5	25	49	8	0	13
Total	1,725	3	29	50	9	0	8
Duty Group							
0011-0086	200	3	26	55	9	0	8
1021-2124	441	4	31	52	8	1	5
2511-3096	428	4	29	49	9	0	10
8811-9956	195	3	28	47	11	1	10
Other	461	3	30	49	9	0	9
Total	1,725	3	29	50	9	0	8

*Significant $p < .05$.

**Significant $p < .01$.

24. Should additional indorsements, beyond those required, be allowed in the rating system? (AFM 36-10, para 3-3 and 3-4)

1. No
2. Yes, but a way should be devised to limit their influence
3. Yes
4. No particular preference

	N	Percentage of Officers Selecting Alternatives			
		1	2	3	4
Component*					
Regular	1,223	46	15	29	10
Reserve	416	39	18	29	15
Total	1,639	44	16	29	11
Ethnic Background					
Caucasian	1,588	44	15	29	11
Non-Caucasian	51	37	24	31	8
Total	1,639	44	16	29	11
Aero Rating*					
Any Rating	993	44	17	30	9
Non-rated	646	45	14	27	14
Total	1,639	44	16	29	11
Sex					
Male	1,563	44	16	29	11
Female	76	43	17	26	13
Total	1,639	44	16	29	11
Grade*					
2d Lieutenant	64	38	20	28	14
1st Lieutenant	96	42	19	26	14
Captain	280	38	17	30	15
Major	313	39	16	32	13
Lt Colonel	429	46	16	29	8
Colonel	403	51	13	25	11
General	67	43	9	37	10
Civilian	94	48	13	19	20
Total	1,746	44	15	29	12
Duty Group**					
0011-0086	200	49	18	24	10
1021-2124	444	37	20	32	11
2511-3096	431	48	14	26	12
8811-9956	199	44	14	23	19
Other	472	45	12	32	11
Total	1,746	44	15	29	12

*Significant $p < .05$.

**Significant $p < .01$.

25. Should colonels and generals, as reviewing officials for captains through colonels, be tasked with management of the system and control of rating trends? (AFM 36-10, para 2-12c and Table 5-5)

1. Yes
2. No
3. No preference

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,223	44	36	20
Reserve	413	42	30	28
Total	1,636	43	34	22
Ethnic Background				
Caucasian	1,585	43	35	22
Non-Caucasian	51	57	24	20
Total	1,636	43	34	22
Aero Rating**				
Any Rating	993	45	35	20
Non-rated	643	41	33	26
Total	1,636	43	34	22
Sex**				
Male	1,562	44	35	21
Female	74	31	28	41
Total	1,636	43	34	22
Grade**				
2d Lieutenant	63	41	25	33
1st Lieutenant	96	48	28	24
Captain	278	44	28	28
Major	313	44	33	23
Lt Colonel	428	40	39	21
Colonel	404	44	38	18
General	67	55	27	18
Civilian	94	46	20	34
Total	1,743	44	34	23
Duty Group**				
0011-0089	201	44	38	18
1021-2124	445	43	36	20
2511-3096	430	47	30	23
8811-9956	196	31	31	39
Other	471	46	33	20
Total	1,743	44	34	23

*Significant $p < .05$.

**Significant $p < .01$.

26. Reviewing officials for captains through colonels will have available AF Form YY, AF Form XX, rater history, and the current rating distributions. Will these reviewing officers be able to manage the system and control rating trends? (AFM 36-10, para 2-12c)

1. Probably
2. Probably not
3. Can't predict

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,225	28	41	31
Reserve	415	34	27	39
Total	1,640	29	38	33
Ethnic Background				
Caucasian	1,589	29	38	33
Non-Caucasian	51	39	27	33
Total	1,640	29	38	33
Aero Rating**				
Any Rating	995	30	42	29
Non-rated	645	29	31	40
Total	1,640	29	38	33
Sex**				
Male	1,566	29	39	32
Female	74	26	20	54
Total	1,640	29	38	33
Grade**				
2d Lieutenant	63	21	29	51
1st Lieutenant	96	41	24	35
Captain	289	37	25	38
Major	314	26	35	39
Lt Colonel	430	24	45	31
Colonel	403	30	45	25
General	67	31	37	31
Civilian	94	31	33	36
Total	1,747	29	37	33
Duty Group**				
0011-0086	200	28	47	25
1021-2124	445	31	36	33
2511-3096	432	28	41	31
8811-9956	197	28	23	49
Other	473	30	37	33
Total	1,747	29	37	33

*Significant $p < .05$.

**Significant $p < .01$.

27. Should knowledge of rating distributions and trends be made available to all Air Force officers?

1. Definitely
2. Probably
3. No preference
4. Probably not
5. Definitely not

	N	Percentage of Officers Selecting Alternatives				
		1	2	3	4	5
Component						
Regular	1,226	63	22	4	8	4
Reserve	416	66	20	4	5	5
Total	1,642	64	21	4	7	4
Ethnic Background						
Caucasian	1,591	63	21	4	7	5
Non-Caucasian	51	75	18	2	6	0
Total	1,642	64	21	4	7	4
Aero Rating						
Any Rating	995	63	22	4	7	5
Non-rated	647	65	20	4	7	4
Total	1,642	64	21	4	7	4
Sex*						
Male	1,568	64	22	4	7	4
Female	74	61	12	8	12	7
Total	1,642	64	21	4	7	4
Grade**						
2d Lieutenant	63	62	21	5	10	3
1st Lieutenant	97	65	23	3	5	4
Captain	280	70	20	2	4	4
Major	314	66	19	3	6	5
Lt Colonel	430	65	21	6	6	3
Colonel	404	61	20	3	10	6
General	67	37	39	3	12	9
Civilian	94	50	34	6	6	3
Total	1,749	63	22	4	7	4
Duty Group						
0011-0086	201	69	14	3	7	6
1021-2124	445	65	23	4	5	3
2511-3096	432	65	21	3	7	3
8811-9956	198	58	25	6	6	6
Other	473	59	24	4	8	5
Total	1,749	63	22	4	7	4

*Significant $p < .05$.

**Significant $p < .01$.

28. Is there sufficient space for rating official comments on AF Form YY? (AFM 36-10, para 6-4)

1. Yes
2. No
3. No opinion

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,221	85	10	5
Reserve	415	74	15	11
Total	1,636	82	11	6
Ethnic Background				
Caucasian	1,586	83	11	6
Non-Caucasian	50	78	16	6
Total	1,636	82	11	6
Aero Rating**				
Any Rating	993	85	10	5
Non-rated	643	78	13	9
Total	1,636	82	11	6
Sex*				
Male	1,561	83	11	6
Female	75	71	17	12
Total	1,636	82	11	6
Grade**				
2d Lieutenant	62	64	10	26
1st Lieutenant	98	68	15	16
Captain	280	75	16	8
Major	312	84	11	5
Lt Colonel	426	86	10	4
Colonel	403	88	8	4
General	67	87	12	1
Civilian	94	89	5	5
Total	1,742	83	11	6
Duty Group*				
0011-0086	199	83	12	5
1021-2124	443	85	10	5
2511-3096	431	84	8	7
8811-9956	197	76	13	12
Other	472	83	13	5
Total	1,742	83	11	6

*Significant $p < .05$.

**Significant $p < .01$.

29. Is there sufficient space for rating official comments on AF Form XX? (AFM 36-10, para 7-5a [2])

1. Yes
2. No
3. No opinion

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,222	90	5	5
Reserve	415	78	9	13
Total	1,637	87	6	7
Ethnic Background				
Caucasian	1,586	87	6	7
Non-Caucasian	51	84	10	6
Total	1,637	87	6	7
Aero Rating**				
Any Rating	994	89	6	5
Non-rated	643	83	7	10
Total	1,637	87	6	7
Sex				
Male	1,551	87	6	7
Female	76	82	5	13
Total	1,637	87	6	7
Grade**				
2d Lieutenant	61	64	5	31
1st Lieutenant	98	68	11	20
Captain	280	82	9	9
Major	312	88	7	5
Lt Colonel	429	91	5	5
Colonel	402	93	4	3
General	67	91	9	0
Civilian	94	91	3	5
Total	1,743	87	6	7
Duty Group				
0011-0086	201	90	5	5
1021-2124	442	87	6	6
2511-3096	431	87	6	7
8811-9956	198	81	6	13
Other	471	88	7	5
Total	1,743	87	6	7

*Significant $p < .05$.

**Significant $p < .01$.

30. Is there sufficient space for reporting official to state specific examples of performance on AF Form YY?

1. Yes
2. No
3. No opinion

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,222	78	17	5
Reserve	416	67	22	12
Total	1,638	75	18	6
Ethnic Background				
Caucasian	1,587	76	18	6
Non-Caucasian	51	63	29	8
Total	1,638	75	18	6
Aero Rating**				
Any Rating	994	78	18	4
Non-rated	644	72	18	10
Total	1,638	75	18	6
Sex**				
Male	1,562	76	18	6
Female	76	61	24	16
Total	1,638	75	18	6
Grade**				
2d Lieutenant	62	56	21	23
1st Lieutenant	98	61	19	19
Captain	280	70	22	8
Major	312	75	20	5
Lt Colonel	427	78	17	4
Colonel	405	82	15	3
General	67	79	16	4
Civilian	92	77	18	4
Total	1,743	76	18	6
Duty Group*				
0011-0086	201	78	17	5
1021-2124	442	74	20	5
2511-3096	429	79	15	6
8811-9956	199	70	18	12
Other	472	75	19	6
Total	1,743	76	18	6

*Significant $p < .05$.

**Significant $p < .01$.

31. Did you think you understood how to identify your job level? (AFM 36-10 para 6-1h)

1. Yes
2. No
3. Not sure

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component**				
Regular	1,220	81	7	12
Reserve	413	73	9	18
Total	1,633	79	8	13
Ethnic Background				
Caucasian	1,582	79	8	13
Non-Caucasian	51	80	10	10
Total	1,633	79	8	13
Aero Rating**				
Any Rating	992	82	7	11
Non-rated	641	75	9	17
Total	1,633	79	8	13
Sex*				
Male	1,557	80	8	13
Female	76	66	14	20
Total	1,633	79	8	13
Grade**				
2d Lieutenant	62	69	5	26
1st Lieutenant	97	64	12	24
Captain	279	73	9	18
Major	313	75	11	14
Lt Colonel	427	80	8	12
Colonel	400	87	5	8
General	67	94	4	1
Civilian	92	80	8	12
Total	1,737	79	8	13
Duty Group**				
0011-0086	200	89	4	8
1021-2124	444	75	11	14
2511-3096	429	76	7	17
8811-9956	196	66	13	21
Other	468	86	6	8
Total	1,737	79	8	13

*Significant $p < .05$.

**Significant $p < .01$.

32. Should job level information appear on the form?

1. Yes
2. No
3. No opinion

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,226	76	11	14
Reserve	415	71	12	17
Total	1,641	74	11	15
Ethnic Background				
Caucasian	1,590	74	11	15
Non-Caucasian	51	84	10	6
Total	1,641	74	11	15
Aero Rating				
Any Rating	996	75	12	13
Non-rated	645	73	10	17
Total	1,641	74	11	15
Sex				
Male	1,565	75	11	15
Female	76	70	13	17
Total	1,641	74	11	15
Grade**				
2d Lieutenant	64	75	2	23
1st Lieutenant	97	71	10	19
Captain	279	72	10	17
Major	313	70	14	16
Lt Colonel	430	73	15	11
Colonel	403	79	7	14
General	67	84	4	12
Civilian	93	66	10	25
Total	1,746	74	11	15
Duty Group**				
0011-0086	200	80	7	13
1021-2124	445	70	14	16
2511-3096	431	71	12	17
8811-9956	198	66	14	20
Other	472	81	7	13
Total	1,746	74	11	15

*Significant $p < .05$.

**Significant $p < .01$.

33. The proposed system guarantees an evaluation by an officer at least one grade higher than the ratee.
Is this guarantee necessary? (AFM 36-10, para 5-4c)

1. Definitely
2. Probably
3. No opinion
4. Probably not
5. Definitely not

	N	Percentage of Officers Selecting Alternatives				
		1	2	3	4	5
Component*						
Regular	1,226	64	25	2	8	1
Reserve	419	55	29	3	12	1
Total	1,645	61	26	2	9	1
Ethnic Background						
Caucasian	1,594	61	27	2	9	1
Non-Caucasian	51	71	16	2	12	0
Total	1,645	61	26	2	9	1
Aero Rating						
Any Rating	996	61	26	2	9	1
Non-rated	649	62	26	3	9	1
Total	1,645	61	26	2	9	1
Sex						
Male	1,568	62	26	2	9	1
Female	77	53	32	4	8	3
Total	1,645	61	26	2	9	1
Grade*						
2d Lieutenant	64	53	31	3	13	0
1st Lieutenant	98	55	30	6	8	1
Captain	280	55	29	3	11	3
Major	315	61	26	3	10	1
Lt Colonel	430	65	25	2	7	1
Colonel	404	63	25	1	10	1
General	67	73	25	0	1	0
Civilian	94	56	26	5	11	2
Total	1,752	61	26	2	9	1
Duty Group**						
0011-0086	200	66	22	1	11	1
1021-2124	445	55	29	4	11	1
2511-3096	433	64	24	3	8	1
8811-9956	201	48	34	4	11	2
Other	473	68	24	0	7	1
Total	1,752	61	26	2	9	1

*Significant $p < .05$.

**Significant $p < .01$.

34. Was AFM 36-10 satisfactory?

1. Yes
2. Adequate
3. No

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,220	41	51	8
Reserve	411	43	50	7
Total	1,631	42	51	8
Ethnic Background				
Caucasian	1,580	42	50	8
Non-Caucasian,	51	37	61	2
Total	1,631	42	51	8
Aero Rating				
Any Rating	991	41	50	9
Non-rated	640	42	51	7
Total	1,631	42	51	8
Sex				
Male	1,554	41	51	8
Female	77	49	39	12
Total	1,631	42	51	8
Grade				
2d Lieutenant	62	37	56	6
1st Lieutenant	96	44	51	5
Captain	276	39	54	7
Major	313	41	53	7
Lt Colonel	428	42	49	8
Colonel	401	43	48	9
General	67	46	43	10
Civilian	94	43	50	7
Total	1,737	42	50	8
Duty Group				
0011-0086	199	44	46	10
1021-2124	442	39	55	7
2511-3096	427	42	50	9
8811-9956	200	41	50	10
Other	469	44	50	6
Total	1,737	42	50	8

*Significant $p < .05$.

**Significant $p < .01$.

35. Were the instructions incorporated in AF Forms XX and YY satisfactory?

1. Yes
2. Adequate
3. No

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,215	54	40	5
Reserve	406	53	41	6
Total	1,621	54	40	5
Ethnic Background				
Caucasian	1,570	54	40	6
Non-Caucasian	51	57	39	4
Total	1,621	54	40	5
Aero Rating				
Any Rating	988	54	40	6
Non-rated	633	54	41	5
Total	1,621	54	40	5
Sex*				
Male	1,545	54	41	5
Female	76	64	26	9
Total	1,621	54	40	5
Grade				
2d Lieutenant	60	47	50	3
1st Lieutenant	96	54	42	4
Captain	275	55	38	7
Major	310	54	41	5
Lt Colonel	425	54	41	5
Colonel	402	55	40	5
General	67	55	33	12
Civilian	94	57	39	3
Total	1,728	54	40	5
Duty Group				
0011-0086	199	52	43	5
1021-2124	441	58	38	5
2511-3096	423	52	43	5
8811-9956	199	52	40	8
Other	466	55	40	5
Total	1,728	54	40	5

*Significant $p < .05$.

**Significant $p < .01$.

36. Was the AFP XX, Instructional Guide, satisfactory?

1. Yes
2. Adequate
3. No

	N	Percentage of Officers Selecting Alternatives		
		1	2	3
Component				
Regular	1,205	48	43	10
Reserve	400	47	43	11
Total	1,605	47	43	10
Ethnic Background				
Caucasian	1,555	47	43	10
Non-Caucasian	50	56	38	6
Total	1,605	47	43	10
Aero Rating				
Any Rating	977	48	42	10
Non-rated	628	47	44	10
Total	1,605	47	43	10
Sex				
Male	1,531	47	43	10
Female	74	53	32	15
Total	1,605	47	43	10
Grade				
2d Lieutenant	57	47	44	9
1st Lieutenant	94	52	40	7
Captain	274	43	45	12
Major	304	48	42	10
Lt Colonel	421	48	43	10
Colonel	402	47	43	9
General	66	56	36	8
Civilian	92	46	45	10
Total	1,710	47	43	10
Duty Group				
0011-0086	199	44	44	13
1021-2124	436	50	40	10
2511-3096	415	46	43	11
8811-9956	196	46	43	11
Other	464	49	44	8
Total	1,710	47	43	10

*Significant $p < .05$.

**Significant $p < .01$.

37. What kind(s) of training is (are) required to develop the skills necessary to evaluate and rate the performance and potential of other Air Force officers?

1. Formal courses conducted at AU, Air Force Academy, and ROTC Detachments
2. Palace Flick Program at base level
3. AFP XX, Instructional Guide, on an individual basis
4. 1 and 2
5. 1 and 3
6. 2 and 3
7. 1, 2, and 3
8. No specific training is required
9. Other

	N	Percentage of Officers Selecting Alternatives								
		1	2	3	4	5	6	7	8	9
Component*										
Regular	1,166	5	7	17	4	6	25	17	11	8
Reserve	400	8	3	19	3	9	22	16	11	9
Total	1,566	5	6	17	4	7	24	17	11	8
Ethnic Background										
Caucasian	1,515	6	6	17	4	7	24	17	11	9
Non-Caucasian	51	2	6	18	10	6	27	14	12	6
Total	1,566	5	6	17	4	7	24	17	11	8
Aero Rating										
Any Rating	942	4	6	18	4	6	25	18	11	9
Non-rated	624	7	6	16	4	7	24	16	12	8
Total	1,566	5	6	17	4	7	24	17	11	8
Sex										
Male	1,495	5	6	17	4	6	24	17	12	8
Female	71	7	3	15	4	13	23	15	6	14
Total	1,566	5	6	17	4	7	24	17	11	8
Grade**										
2d Lieutenant	62	10	5	21	5	6	19	18	5	11
1st Lieutenant	94	9	4	24	4	9	19	17	11	3
Captain	267	8	6	15	4	8	24	20	9	6
Major	296	3	7	17	5	7	26	15	10	9
Lt Colonel	412	5	6	18	4	6	24	16	13	8
Colonel	385	5	5	17	4	5	26	16	13	11
General	62	2	6	15	0	10	23	24	8	13
Civilian	83	2	5	24	1	8	22	8	18	11
Total	1,661	5	6	18	4	7	24	16	12	9
Duty Group**										
0011-0086	187	6	3	16	4	5	25	18	14	9
1021-2124	428	6	6	19	5	7	24	16	10	8
2511-3096	406	3	7	18	3	6	25	15	13	8
8811-9956	189	6	3	20	5	10	19	11	14	13
Other	451	5	6	16	4	7	25	19	9	8
Total	1,661	5	6	18	4	7	24	16	12	9

*Significant $p < .05$.

**Significant $p < .01$.

38. The promotion recommendation scale in the proposed system is anchored by descriptions, each of which are designed to suggest at least some relationship with actually observable qualities of potential. For example, "His potential is typical of those officers who are: promoted 1 year ahead of year group." Is this proposed scale more meaningful than that of the overall evaluation of the current system, characterized by anchors such as, "very fine," "exceptionally fine," and "outstanding?" (AFM 36-10, para 7-5c[3])

1. Definitely
2. Possibly
3. No preference
4. Probably not
5. Definitely not

	N	Percentage of Officers Selecting Alternatives				
		1	2	3	4	5
Component						
Regular	1,218	47	33	4	13	3
Reserve	416	43	36	6	11	4
Total	1,634	46	33	5	12	3
Ethnic Background						
Caucasian	1,583	46	33	5	12	3
Non-Caucasian	51	43	39	2	8	8
Total	1,634	46	33	5	12	3
Aero Rating						
Any Rating	991	47	33	4	13	3
Non-rated	643	44	35	6	12	4
Total	1,634	46	33	5	12	3
Sex**						
Male	1,558	47	34	5	12	3
Female	76	38	30	12	12	8
Total	1,634	46	33	5	12	3
Grade						
2d Lieutenant	63	49	41	8	2	0
1st Lieutenant	97	39	39	5	12	4
Captain	279	50	33	5	8	4
Major	313	45	32	7	12	4
Lt Colonel	427	43	34	5	15	3
Colonel	401	47	33	3	13	3
General	67	51	33	3	10	3
Civilian	94	51	27	11	11	1
Total	1,741	46	33	5	12	3
Duty Group						
0011-0086	198	47	32	4	13	4
1021-2124	443	44	36	5	12	3
2511-3096	430	50	33	7	8	2
8811-9956	199	35	35	8	16	7
Other	471	49	31	4	13	3
Total	1,741	46	33	5	12	3

*Significant $p < .05$.

**Significant $p < .01$.